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ABSTRACT

These guidelines outline the role of the visiting team members and the team leader and familiarize the team with details necessary to conduct a comprehensive external evaluation of Wisconsin secondary vocational programs. First, the three goals of the on-site evaluation are outlined. A discussion of the team selection and team members' functions and role follows. Preparation for the on-site visitation is addressed, and the visiting team report is explained and a format provided. A section on guidelines for the team leader details communication activities and organizational duties to be performed prior to arrival at the local school. Responsibilities of school personnel are also spelled out. Appendixes, amounting to approximately one-fourth of the publication, contain sample reports and forms. A Team Member Handbook for Use During On-Site Evaluation is then provided. It covers principles of interviewing and evaluation of (1) program phases (needs assessment, goal and planning, implementation, product, and evaluation) and (2) the vocational discipline areas. (YLB)

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WISCONSIN DEPARTMENT of PUBLIC INSTRUCTION

Bureau of Vocational and Career Education

# TEAM VISITATION GUIDELINES

for

## WISCONSIN SECONDARY VOCATIONAL PROGRAMS

Revised July, 1980

CE029002

Center for Vocation, Technical and Adult Education

University of Wisconsin Stout

Menomonie , Wisconsin

U.S. DEPARTMENT OF HEALTH
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# *TEAM VISITATION GUIDELINES*

Project Number 0-5189/E084

Wisconsin Department of Public Instruction
Bureau of Vocational and Career Education

Madison, Wisconsin

Dorothy Dale, Project Director

Center for Vocational, Technical and Adult Education

University of Wisconsin-Stout

Menomonie, WI 54751

July, 1980

## PREFACE

The purpose of the Team Visitation Guidelines is to outline the role of the visiting team members and the team leader and to familiarize the team with those details necessary to conduct a comprehensive external evaluation of Wisconsin secondary vocational programs. The responsibilities of the school personnel are also spelled out so that team members are aware of the advance preparation and planning that has taken place prior to the visitation.

These guidelines were developed as a part of the Pilot Secondary Vocational Program Evaluation Project. They have been revised following each of two pilot years. They are subject to revision in the future.

The Team Visitation Guidelines are based upon statewide goals and objectives of vocational education as determined by the project Advisory Committee and project staff. Advisory Committee members include: Ernest Haucke, Jerry Henning, Bill Ihlenfeldt, Terry Largent, Al Pitts, Roger Prickette, Al Rayford, Jerald Schoenike, Paul Speight, Thomas Stefonek, Andy Suess, and Jerry E. Weiser. They are meant to be used in conjunction with and as a second step following a comprehensive self evaluation. (See Self Evaluation Manual.)

Recognition for foresight and continual support and assistance throughout the project is given to the Bureau of Vocational and Career Education, Wisconsin Department of Public Instruction. The administration, LVEC and vocational staff of the pilot schools are also commended for having responded with wholehearted professional dedication and participation in the field test of the evaluation model, doing so under rigorous time constraints.

My thanks to all others who have helped in the development and conduct of this project.

Dorothy Dale, Project Director
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# INTRODUCTION

In an attempt to be accountable for the distribution of vocational funds as well as to promote optimum planning and improvement of local programs, the Wisconsin Department of Public Instruction (DPI) in 1976 initiated and sponsored the development of an evaluation system for secondary vocational education programs.

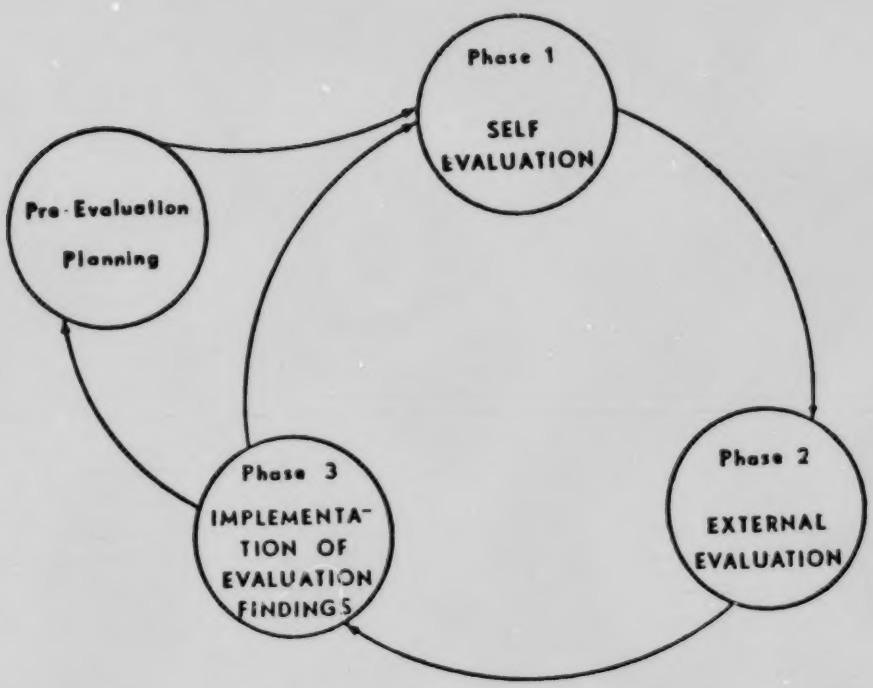
The pilot Secondary Vocational Program Evaluation Project was a cooperative effort of state and local personnel coordinated by the Center for Vocational, Technical and Adult Education (CVTAE), University of Wisconsin-Stout. Initial development was accomplished at a four-day workshop attended by project advisory committee members and CVTAE project personnel. At the workshop a Program Development Evaluation System model was developed depicting program activities as NEEDS ASSESSMENT, PLANNING and GOAL SETTING, IMPLEMENTATION, PRODUCT, and EVALUATION. Key questions were generated within each program phase indicating key evaluation concerns. The instrumentation and procedures of both the Self Evaluation Manual and Team Visitation Guidelines are based upon these identified program evaluation concerns.

The Vocational Program Evaluation System consists of three interrelated phases as illustrated in Figure 1.

Figure 1

OVERVIEW

SECONDARY VOCATIONAL PROGRAM THREE-PHASE EVALUATION SYSTEM



Each of the three phases has a specific function defining the objectives of the program evaluation.

Self Evaluation. Adapting and using the procedures and instrumentation contained in the Self Evaluation Manual, plan, conduct, and report a comprehensive self evaluation of the total vocational program.

External Evaluation. Adapting and using the procedures and instrumentation contained in the Team Visitation Guidelines, conduct an external evaluation and receive a written report containing conclusions, recommendations, and suggested solutions for program improvement.

Implementation of Evaluation Findings. Using findings from the self evaluation and on-site team evaluation reports, develop short and long-range plans for improvement of the program. Begin implementation of the planned program of improvement.

Major outcome measures of the vocational program evaluation are prioritized on three levels as illustrated in Figure 2.

Figure 2

## Wisconsin
## Secondary Vocational Program Evaluation System

**THREE MAJOR PRIORITIZED GOALS**

| | |
|---|---|
| 1 Local LEVEL | ... to promote and assist in the evaluation of secondary vocational programs for the purpose of program improvement at the local level. |
| 2 State LEVEL | ...to provide the Department of Public Instruction with valid and representative data upon which statewide planning of vocational education programs can be based. |
| 3 National LEVEL | ...to help ensure accountability of federal and state funds alloted to local secondary vocational programs and to satisfy federal legislation and state requirements of program evaluation within a 5-year cycle. |

## GOALS OF THE ON-SITE TEAM VISITATION

The goals of the on-site evaluation are outlined below. Major goals one and two, which outline the scope and depth of the evaluation are of utmost importance and should be emphasized in each team evaluation. Major goal three, which looks to the effectiveness of the orientation and exploration levels of the program, is also important. However, when rigorous time constraints are encountered, the depth of this portion of the evaluation may have to be adjusted.

- Major Goal One: (Scope of the evaluation)

Determine the effectiveness of the management of the comprehensive vocational education program. (Comprehensive vocational education program includes Capstone, sequence, and exploratory levels.)

Specific Goals:

1. Is there evidence of a functioning, systematic and comprehensive needs assessment system? Determine the strengths and weaknesses of the needs assessment phase of the program.

2. Examine the philosophy, goals and objectives of the program. Are the goals and objectives based upon the philosophy? Are goals and objectives stated, consistent, achievable, and measureable? Determine the strengths and weaknesses of the goals/planning phase of the program.

3. Does the program reflect identified needs of the district, its stated philosophy and objectives, sound administration and management, instructional practices, vocational guidance, and services to students with special education needs. Determine the strengths and weaknesses of the implementation phase of the program.

4. Determine whether the program provides adequate preparation for employment. Examine the product of the program to determine employability, preparation for post-secondary education, and satisfaction with the program.

5. Is there a systematic, on-going program evaluation plan developed and in use which relates to the goals of the program? Determine the strengths and weaknesses of the evaluation phase of the program.

- Major Goal Two:

Determine the effectiveness of the Capstone courses in the various vocational education disciplines: Agriculture, Business Education, Distributive Education, Health Occupations, Home Economics Education, Industrial Education.

Specific Goals:

1. Determine if the courses offered are preparing students for the world of work and/or for post-secondary educational training.

2. Determine if program offerings are comprehensive and/or can be realistically expanded to better serve the student.

3. Determine the effectiveness of current courses, how recently program offerings have been modified, deleted or upgraded and how effectively this was done.

4. Determine the presence/absence of sex role stereotyping and efforts made to reduce role stereotyping.

5. Determine the in-school articulation (general vocational studies and appropriate academic areas) and articulation between the local vocational program and the local community resources and other educational agencies within reach.

- Major Goal Three:

Determine the effectiveness of the sequence and exploratory levels.

Specific Goals:

1. Determine whether sequence courses are relevant, adequate, and available to a wide range of students.

2. Determine whether exploratory courses are relevant, adequate, and available to a wide range of students.

## THE ON-SITE EVALUATION TEAM

### Team Selection

All team personnel will be selected from outside the district to be visited. The team will be comprised of a team leader and members representing three specific groups:

1. Educators representing a cross-section of vocational and administrative areas and positions;
2. Community (Business/Industry) personnel, when available;
3. Student(s) or recent vocational graduate(s), when appropriate.

Team Leader. Duties include conducting pre-visitation activities, coordinating the visitation, orienting the team, preparing the final report with the aid of the team and CVTAE, selecting the student team member, scheduling team member interviews during pre-visitation, and orally presenting the major visitation findings to the local district administration and LVEC. The team leader will be selected using the following criteria:

1. Experience or background in vocational education and familiarity with a total vocational program;
2. Competence, as judged by colleagues, such as leadership and ability to organize as well as group sensitivity and a strong ability to deal with people;
3. Familiarity with visitation team procedures and practices is desirable although training in the use of these Guidelines will be accomplished.
4. Availability and willingness to serve.

Educators. Several criteria will be used in selecting educators for team membership. The criteria will include:

1. Vocational* education experience and/or background;
2. Teaching or administrative expertise in vocational education;
3. Competence, as judged by colleagues;
4. Availability and willingness to serve.

*A variety of vocational personnel will be included such as LVEC, principal, guidance counselor, special needs person, secondary and post-secondary educator, university teacher-trainer or vocational educator.

Community Personnel. Criteria for the selection of business and industrial representatives are listed below:

1. Concern for and basic understanding of the goals of vocational education;

2. Recommendations by colleagues;

3. Availability and willingness to serve.

This can include persons from state advisory committees, employers of vocational graduates, Board of Education members, training sponsors.

Student. Students or recent graduates of vocational education programs from outside the district can be selected to serve as team members. They will be able to gather pertinent information from presently enrolled or recently graduated students which may be inaccessible to educators or business and industry representatives. Selection of the student team member, when judged appropriate, will be the responsibility of the team leader. Criteria follows:

1. Ability to articulate and relate to both students and adults;

2. Currently enrolled in a secondary or post-secondary vocational program or enrolled within the past three years;

3. Availability and willingness to serve.

It is helpful if the student is aquainted with either the team leader or a team member. Potential candidates can include club leaders, state officers, etc.

Team Member Functions

The educators of the team spend the majority of their exploration time interviewing educators within the school. A small percentage of their time may be scheduled to interview students and/or business and industrial personnel of the community.

The business/industrial representatives spend the majority of their time in the community talking with employers and other people in contact with current students, former students, or directly with the school. A small percentage of their time may be scheduled to interview students and/or educators within the school.

Each student team member may be paired with a student currently enrolled in the vocational program who has been released from classes for the day or a portion of the day. The locally enrolled student can act as a guide and facilitator for the student team member. The majority of the student team member's time should be spent interviewing students while a smaller percentage can be scheduled with teachers and counselors.

Role of All Team Members

The visiting team members function as evaluators assessing the quality of the program in the light of its stated purpose(s) and objectives. The Self Evaluation Report prepared by program personnel is a primary source of information and should be used as an evaluation guide. However, the team normally evaluates certain areas beyond those recorded in the report. Valuable information can be obtained from interviews and from supportive documents which can be considered in conjunction with the Self Evaluation Report to formulate and acknowledge program strengths and weaknesses.

The approach of the team to the evaluation should be objective. Practices at home institutions and/or personal biases need to be set aside. The program being reviewed should be evaluated on the basis of the District's needs and goals. The team should keep in mind that it shares a responsibility of assisting in the growth and development of the program being evaluated. Program personnel in most cases are proud of the program and their contributory roles and efforts while still remaining open to positive suggestions for doing an even better job. In some cases, program personnel are under rigorous time constraints to complete the Self Evaluation Report in time to meet evaluation deadlines. Keeping these thoughts in mind will contribute to a successful and productive visitation evaluation.

Also, remember you were selected as a team evaluator because of your competence and expertise. Any uneasiness you may feel about the evaluation needs to be communicated to the team leader and not to the local program personnel.

## PREPARATION FOR THE ON-SITE VISITATION

### Advance Preparation

Each team member will normally receive the Self Evaluation Report at least ten days prior to the visit. Before arriving on campus, each member should carefully scan the full Report particularly noting the various instrumentation, findings, and results such as student and employer followup data, student assessment data, staff and advisory committee data. Give special attention to specific team assignments made in advance and carefully read the relevant sections of the Report.

Each member will receive memoranda concerning the tentative schedule of the visitation, team assignments, time of the initial and final meetings, a roster of team personnel, and a map of the school(s) may be included. Each member will make his/her own travel arrangements to and from the school.

### Conduct of the Visit

The team will begin its visit the evening prior to the visitation with an initial orientation session for all team members conducted in the Team Workroom (see Schedule for room assigned) at which time the team leader will finalize the Schedule and Assignments, discuss plans for the evaluation, assign interview schedules, and clarify procedures for writing the team report.

It is helpful to have the LVEC present at the orientation. The LVEC can meet the team, explain the layout of materials in the team workroom, discuss any pertinent aspects of the Self Evaluation Report which need explanation or emphasis, and, in the case of a small school, take the team on a brief tour. In the case of a larger school or cluster set-up, the LVEC will, instead of a tour, go over the school(s) layout and District maps familiarizing the team with necessary directions. It is important that once the above mentioned items have been covered, for the balance of the orientation, the LVEC assume the role of an information and resource person, allowing the team leader to conduct the necessary orientation activities.

At the onset of the official visit the full team will meet in an introductory session with the administrator, LVEC, and available vocational staff. Throughout the visit the team will have scheduled team meetings so that members can share their findings and observations. Through these exchange sessions, members can solidify impressions and identify additional areas that should be examined or interviews and/or materials that should be requested. Careful notes of all findings as well as names of all faculty and staff interviewed should be kept. The Team Member Handbook (pp.52-93) can be used by team members for jotting down thoughts and reactions. Near the conclusion of the visit, the team will review findings and agree upon recommendations. At that time, the team will consider the drafts of various sections of the report as prepared by individual members so that the rough draft of the report can be approved by all members of the team while they are still at the school site.

The team leader will make an oral report to the Administrator and LVEC at the end of the visit. This report will include the general findings showing both strengths and weaknesses and recommendations all of which will be included in the overview section of the final written report. The LVEC and Administrator may include other key personnel in this report meeting if they desire.

## The Team Report

The team leader assumes the responsibility of coordinating, compiling and editing the final Visitation Report. It is important that the focus of the report reflects the Program Self Evaluation and centers around elements of strength and areas of concern about which the team has reached consensus. The leader will obtain from each member a readable rough draft of his/her part of the report. A rough-draft constitutes a nearly completed report and is more than a series of notes. (See The Visiting Team Report, p. 13 .)

The team leader will assemble the report before leaving the campus. This will include editing the report to assure a consistency of format and seeing that the Report is rough-draft typed at the school. It is generally NOT recommended that the leader circulate a final draft by mail among team members for corrections. The rough-draft will need to be reviewed by the LVEC. It must be emphasised that the LVEC is to make corrections only in relation to terminology and/or factual and spelling errors. Following the review, the typed rough-draft of the Report will be edited by the CVTAE consultant while on-site and given to the LVEC for final typing.

Copies will be reproduced by the school and disseminated within the District.

## Special Precautions

Team members are reminded of the confidential nature of the Self Evaluation Report as well as information obtained from all other sources during the visit. This information must not be displayed or discussed during or after the visit, except for official purposes.

Team members must not discuss any findings with the news media.

Each team member will return his/her numbered Self Evaluation Report to the team leader to be returned to the LVEC, unless otherwise notified.

## Team Member Finances

Visitation expenses incurred by team members will be reimbursed by the school as explained herein. Travel and expense vouchers will be distributed by school personnel during the visit. Each team member should be financially capable of paying for both travel and food during the visit. Actual expenses of each team member are reimbursed in accordance with the following guidelines:

Meals: Actual cost of meals and tips to, from, and during the business of the visitation. There is, however, a restriction from reimbursing meal expenditures over and above the maximum allowed by the District Guidelines.

Travel: Personal auto expenses to, from, and during the business of the visitation at the District Guidelines rate.

Lodging: The actual cost of room accommodations for the evaluator while on business of the visitation. Lodging will be arranged for by the school. Telephone calls made and charged on the hotel bill will NOT be eligible for reimbursement and are the responsibility of the individual.

Team Checklist

Please use the following list before leaving for the school to ascertain if you have all the needed materials:

1. The Self Evaluation Report
2. The tentative schedule of the visitation
3. A roster of team personnel including team assignments, local addresses, and telephone numbers.
4. The Team Member Handbook (included as the last section of these Guidelines)
5. Name, address, and telephone number of the hotel/motel
6. A community map or directions indicating school location and parking accommodations
7. A floor plan of the school (this may be available in the team work room)

*8. Interview schedule forms (team leader only)

*9. Class schedules (including exploratory and sequence courses) for all attendance centers and a list of the vocational teachers with a suggested time for interviews (planning periods) (Team Leader)

*10. A listing of the local advisory council members, place of employment, telephone numbers, and minutes of meetings (Team Leader)

*11. A listing of the local Board of Education members, addresses, and telephone numbers (Team Leader)

*12. A listing of Capstone graduates and employers of graduates, addresses, and telephone numbers (Team Leader)

*These materials will be made available to the team leader in the team work room for the time the leader is at the school conducting the pre-visitation activities.

Sample Visitation Schedule

**Pre-Visitation Evening**

- Arrive at school by 7:00 p.m. Please check in at (specify lodging facilities) and have dinner before arrival at school.
- 7:00 - 9:30 p.m. Orientation session by Team Leader for visiting team at school team work room. (specify room site)

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**First Day**

- Arrive at school by 8:00 a.m. Please have breakfast before arrival.
- 8:30 a.m.* Local Staff-Team Introduction meeting. Meet superintendent, principal, LVEC, available vocational staff.
- 9:00 a.m. Team work/assignments/interviews.
- 12:00 noon* Lunch at (specify facility)
- 1:00 - 1:30 p.m. Team leader available in team work room for assistance.
- 1:00 p.m. Team work/assignments/interviews.
- 4:30 p.m. Team conference in school team work room. LVEC will be present to clarify any problems. Team members will begin writing tentative conclusions.
- 6:00 p.m. Dinner at (specify facility)
- 7:00 p.m. Team consensus meeting in team or motel work room. Begin discussing tentative conclusions only. Recommendations and suggested solutions for each criteria will be formulated following consensus.
- 10:00 p.m. Dismiss for the day.

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**Second Day**

- 8:00 a.m. Team leader available in team work room for assistance.
- 8:30 a.m. Team work/assignments/interviews (scheduled by evaluator) or begin writing reports.
- 10:30 a.m. Team conference in team work room. Report writing.
- 12:00 noon* Lunch

*adjust time to fit school schedule.

(continued)

Sample Visitation Schedule (concluded)

| | |
|---|---|
| • 1:00 p.m. | Report writing. Report readings. Team work room. |
| • 3:00 p.m. (approximate) | Debriefing: Team work room, Self Evaluation Report, team reports, and interview sheets due to team leader. Travel vouchers filled out and turned in. Team dismissed. Leave school. |
| • 3:30 p.m. (approximate) | Report session of Team Leader with Administration. |

## THE VISITING TEAM REPORT

It is important that all team members understand the makeup of the Team Report. The results of the team visitation will be contained in a single report which should include the following:

A. Introduction (written by team leader). Sample shown on p. 30.

B. Team Evaluation Overview of Findings (written by team leader). Sample shown on pp. 31-33.

1. The general overview of findings statement is an integral part of the evaluation report. The statement consists of a general overview of the vocational program as evaluated by the team. The intent is to highlight the exemplary characteristics and to recommend how the district can concentrate efforts to overcome major identified deficiencies. Those areas of the Self Evaluation Report which team members either validate or disagree with should be discussed here.

   a. Be concise but include sufficient information to avoid misinterpretation.

   b. Utilize data collected from the written materials as well as information gathered during the exploration activities of the team.

   c. Include both strengths and areas needing improvement to set a balanced tone for the report and to avoid an overly negative report.

   d. Important. Be sure to cite "Product" data selected from the Self Evaluation Report. This is a Vocational Program Evaluation and as such must acknowledge findings as related to job success, employability, and job entry level skill development. Use product data from employers, graduates, and students.

C. Conclusions, Recommendations and Suggested Solutions for each of the five program areas of concern and each of the educational disciplines. (See examples in Appendix A, pp. 34-40.)

1. The conclusions column of the evaluation report contains statements which note exemplary characteristics and deficiencies for respective areas of concern as measured against the key questions investigated. Consider:

   a. Do you have sufficient evidence to support your statement?

   b. Does the statement reflect consensus of the team?

2. The recommendations column of the report contains statements which encourage the district to continue exemplary characteristics and/or to improve or correct deficiencies. Consider:

   a. Does your statement provide direction and suggest a meaningful action?

b. Does the recommendation foster specific solutions?

3. The suggested solutions column consists of specific statements which the district can feasibly undertake to implement the stated recommendations. Consider:

a. Are the statements specific (listing steps, names, places, documents, etc.) and do they leave no doubt as to the action suggested?

b. Will the suggested solution remove the inequity noted in the conclusion and recommendation column?

c. Are the statements realistic and feasible?

D. Order and Outline for the Visiting Team Report (begin each number on a separate page.

1. Title Page - name of school, dates, program evaluated, sponsoring bodies

2. Table of Contents

3. List of Evaluation Team Members and Consultants

4. Introduction (or perspective) by team leader

5. Team Evaluation Overview of Findings by team leader

6. Needs Assessment

Conclusions (strengths and weaknesses) for key question concerns, Recommendations, Suggested Solutions

7. Goals/Planning

Conclusions (strengths and weaknesses) for key question concerns, Recommendations, Suggested Solutions

8. Implementation

Conclusions (strengths and weaknesses) for key question concerns, Recommendations, Suggested Solutions

9. Product

Conclusions (strengths and weaknesses) for key question concerns, Recommendations, Suggested Solutions

10. Evaluation

    Conclusions (strengths and weaknesses) for key question concerns, Recommendations, Suggested Solutions

11. Special Needs

    Conclusions (strengths and weaknesses) from areas identified in Forms H1 and H2 and on-site interviews, Recommendations, Suggested Solutions

12. Educational Disciplines (See examples in Appendix A, pp. 34-40)

    - Agriculture
    - Business Education
    - Distributive Education
    - Health Occupations
    - Home Economics Education
    - Industrial Education

    For each include Conclusions, Recommendations and Suggested Solutions in order of areas of concern: Needs Assessment, Goals/Planning, Implementation, Product, Evaluation

E. Sample Team Report format sheet follows on next page.

Area of Concern _____

*SAMPLE*

| CONCLUSIONS (Findings) | RECOMMENDATIONS | SUGGESTED SOLUTIONS |
|---|---|---|
| A Conclusion states:<br>*"WHAT IS."* | A Recommendation states:<br>*"WHAT SHOULD BE."* | Suggested Solutions state:<br>*"HOW TO GET THERE."* |

## GUIDELINES FOR TEAM LEADER

A variety of tasks usually need to be performed by the team leader prior to arrival at the local school. The tasks consist of communication activities and organizational duties.

The team leader will concentrate attention upon the following activities: facilitating the on-site visitation, selecting the student team member if included, finalizing interviews in advance of the visitation which have been scheduled by the host LVEC, orientating the team, coordinating activities throughout the visitation, editing the various sections of the final report prepared by team members, and orally presenting general team findings to the LVEC and administration before leaving the school.

### Advance Preparation

Upon receipt of the team roster, the team leader should become familiar with the names and background of each member. The following guidelines are also important:

1. Become familiar with the general campus layout and the District.
2. Become familiar with the Vocational Program, Capstone courses, and the Self Evaluation Report.
3. Contact the LVEC to request additional help or items needed at the time of the visit. (See Appendix B.)
4. Review the tentative agenda and team assignments and make note of necessary changes and improvements.
5. Read Team Visitation Guidelines thoroughly. Take particular note of Team Leader activities as well as Team Report format and deadlines.

### One Month Prior to the On-Site Visitation

1. Select the student team member, if included. Use the criteria outlined under Student, p. 6 . Team leaders may wish to consider the following resources for identifying potential student team members: (1) Officers of the local and state youth groups (FFA, DECA, VICA, etc.); (2) Local secondary vocational programs; (3) Post Secondary VTAE programs; (4) Teacher preparations programs at the University level.
2. It is important that you discuss lodging, transportation and financial arrangements, and reimbursement procedures with the potential student team member to avoid any embarrassment during the visitation.
3. After a student team member has been selected, send name, address and phone number immediately to the LVEC and the CVTAE.

## Two Weeks Prior to the On-Site Visitation

1. Communicate with the local school superintendent and LVEC to establish a meeting time at the time of your arrival on the afternoon before the visitation. This will be a very short meeting to introduce yourself, announce your arrival on the site, and acquaint yourself with the team workroom. You will want at this time to request the use and allocation of a telephone and desk for the half day prior to the visitation to enable you to conduct the necessary scheduling activities.

2. Arrange a time with the LVEC to look over the District short and long-range plan for vocational education.

3. Carefully study the two Interview Assignment Matrixes displayed in Appendix C. Note that the LVEC will tentatively schedule interviews for school administration and vocational staff and to notify them prior to your arrival at the school. You will be responsible for finalizing interview schedules by adding employers and advisory members and making sure all staff are being contacted. (See #2 below.)

## The Half Day Immediately Prior to the On-Site Visitation

1. Meet briefly with local administration and LVEC. Discuss their concerns pertaining to the evaluation.

2. Finalize interview schedules for team members which have been tentatively formulated by the LVEC. This is a critical activity and needs careful attention. The LVEC will work with you. Include the following groups, using the specific time assigned to administrative or planning time whenever possible.

| Tentatively Pre-scheduled by the LVEC | To be scheduled at this time with Team Leader |
|---|---|
| • Administrative Personnel | • Employers |
| • Vocational Guidance Staff | • Advisory council members |
| • Vocational Instructional Personnel | • Graduates |
| • Board of Education members | • Feeder School personnel (this is a check to make sure all vocational staff are scheduled for interview) |
| • Academic personnel | |

If team size and time are limiting factors, you may wish to schedule some of the interviews via the telephone. The following general items need to be considered by the LVEC and the team leader during the scheduling process:

- The first entries on each member's schedule should consist of the orientation and team conference meetings that have been scheduled in advance. See Appendix D (p. 47) for example of interview schedule.

- Use the interview assignment matrix in Appendix C, pp. 43-45 in assigning interviews. One matrix displays contact groups for team members investigating program management concerns; the second matrix displays contact groups for team members investigating discipline areas. In some cases, a team member will have a double assignment of both a discipline and a program management concern.

- Schedule interviews for each team member for day one only, with sufficient time (35 - 40 minutes) for interview and sufficient time (10 - 15 minutes) for the team member to summarize and record findings after. Team members themselves should be charged with scheduling any additional interviews necessary to complete their assignment for the morning of day two.

- Do schedule group interviews for administrative personnel and LVEC to prevent them from being over-interviewed by "program management interviewers." For example, the team leader and two or three management interviewers can all interview the superintendent together. The principal can also be interviewed by a group as can the LVEC and the guidance director (each in separate groups).

- Do not schedule group interviews for the LVEC and "discipline interviewers." This is not productive! Instead, for discipline interviews, set up the interview schedules so interviewers meet first with the Department Head (even if this has to be scheduled before the 8:30 a.m. Introductory Meeting), next with individual instructional staff (all Capstone and as many sequence teachers as possible), finally with the LVEC. This pattern will set the stage for productive interviews.

- Do schedule one-half to one hour for each discipline evaluator to contact advisory members by telephone. Telephone interviews, when properly done, can be very effective. The evaluator will need to write out interview questions in advance, get response by phone from a sample of advisory members on each question, then analyze and synthesize conclusions. When this pattern is followed, productive interviews and conclusions can result.

- Permit time for team members to travel between interviews when necessary.

- You may also wish to schedule two or three people with one team member during some interviews when necessary. (Such as students and board members.)

- Team members who are investigating a discipline area may decide to schedule a followup meeting with the vocational instructor/ Department Head on the second day.

- Schedule interviews during preparation periods when possible. In some cases you may need to schedule interviews during laboratory periods. When this is not possible, class time may need to be utilized, possibly arranging for someone to "cover" for the interviewee during the time of the interview.

- The team leader will need to share in the interview process. Take particular note of the advance schedule, however, so as not to schedule an interview for the team leader at a time when he/she is to be available to the team.

- The team leader's first interview can be scheduled cooperatively with the student and business team members. This will familiarize the student and the business representative with the techniques of interviewing. You may wish to review this process with them after the interview.

- The educators on the team should spend most of their interviewing time with educators within the school, a smaller share with students and a smaller time with community persons. Educators assigned to a specific discipline area will spend most of their time interviewing in that area, however, it is important that each team member look at all of the five program areas of concern: needs assessment, goals/planning, implementation, product, and evaluation.

- The business team member should be scheduled for the majority of exploration time in the community with employers and other people who have contact with current students, former students, or directly with the school. Some time can be scheduled with in-school educators and students. Use names from the list of advisory committee members, the Board of Education, and vocational teachers. You may want to identify additional persons, i.e. Chamber of Commerce members, local business owners, etc.

- The student/team member should be paired with a student currently enrolled in the local vocational program who has been released from classes for the day or for a portion of the day. The student team member should spend the majority of interview time interviewing students while the remainder of the time can be spent interviewing teachers and counselors.

3. Review the Local Long and Short Range Plan for Vocational Education. Make notes in your Team Member handbook of points that may need investigation during the evaluation. Some points of inquiry may include:

   - Was the development of the local plan a team effort?

   - Does the local plan portray the actual and current program and future plans of the school district?

- Are curriculum areas and related activities which are vocational in nature included in the plan whether or not funding will be applied to those programs?
- Does the Plan show evidence of annual review and revision?
- Is the Plan laid out in clear format, each part clearly identified, pages numbered consecutively.
- Are each of the ten parts as identified in the LVEC Handbook included?
- Are special needs provided for?

The On-Site Visitation

A. Team Orientation Meeting. (2½ hours, conducted by the team leader in the team work room.)

- Greet team members with name tags. Introduce team members and LVEC to each other. Check to assure that each member has checked in to accommodations. Discuss parking facilities, restaurants available.
- Introduce LVEC so that he/she may explain the content of the prepared exhibits and their placement in the team room. At this time the LVEC can, in the case of a small school, take the team on a brief tour. In the case of a large school or cluster set-up, the LVEC, instead of a tour, can go over the school(s) lay-out and District maps to familiarize the team with necessary directions. After this point the meeting will again be under the direction of the team leader.
- The team leader then will outline the major events of the review, notifying members of any changes that have been made. Stress the importance of team conference times.
- Define and discuss the major and specific goals of the team review.
- Distribute and discuss individual interview schedules. Discuss Student and Business member activities. Discuss techniques for group and telephone interviews as given on p. 19.
- Discuss principles of interviewing (in Team Member Handbook) p. 55-56. Specific questions used for interviews will be determined by information needed.
- Discuss evaluation procedures. It is a total program evaluation with prime emphasis on total program management and Capstone programs. Conclusions from both Program and Discipline Areas are to be shared team findings. Team conference sessions are for the purpose of sharing and verification of observations.

- Discuss important aspects of the Self Evaluation Report. Call upon the LVEC to help the team walk through the Report highlighting organization of data, correcting errors, and answering questions.

- Discuss Report Writing Sessions and members contributions to them. Distribute copies of Team Report format. Read and discuss the "Visiting Team Report" on pp. 13-15 and the sample Team Reports (Appendix A).

- Emphasize the Key Questions and explain the Data From Other Sources section in the Team Handbook. Be sure that each team member understands how to use the "Data From Other Sources" section. Also discuss the discipline evaluation and key evaluation concerns on pp. 89-93.

- Let each member spend time digging into their assigned area key questions and filling in Data From Other Sources for their assignment. At least the last 45 minutes can be devoted to this important activity.

- Adjourn, noting time of next day's initial meeting.

B. The local Staff-Team Introduction meeting. (One-half hour)

1. Local administrator/LVEC welcomes team and introduces local staff.

2. Local administrator and/or LVEC discusses any significant points on the makeup of the District and/or the vocational program which were not covered by the LVEC at last night's orientation session.

3. Local administrator introduces team leader who in turn introduces team members, their home base, and their evaluation assignment.

4. Team leader orients staff to the purpose of the evaluation, team member function, general schedule, and location of the team.

5. Team leader informs staff of interview procedure and schedules, emphasizing the necessity for both team and staff to keep on schedule.

6. Local administrator/LVEC closes meeting after answering questions.

C. Midway Through the Visit.

1. Review progress and restructure the team if necessary.

2. Look ahead to the oral report session.

D. First day 4:30 p.m. conference with the LVEC:

1. By this time team members will have encountered a number of people through the interview process which, in some cases, will have resulted

in the gathering of what appears to be conflicting evidence. One purpose of this meeting with the LVEC is for evaluators to check out any apparently conflicting evidence.

2. Evaluators will also want to use this meeting time to write out tentative conclusions in preparation for the Team Consensus Meeting at 7:00 p.m. Using Team Report format sheets and working from interview notes, each evaluator will want to synthesize and write out tentative conclusions relating to key questions investigated. Write Conclusions, one on a format sheet so they can easily be shuffled and reorganized. Refer to the Visiting Team Report, section C, p. 13. Tentative Recommendations and Suggested Solutions can be developed after conclusions have been stated and solidified through the consensus process.

E. First Day 7:00 p.m. Team Consensus Meeting (team members only)

This meeting is critical to the success of the team visit and the validity and consistency of the Team Report. Most of the interviewing has been completed and the team leader will want to use this time as follows:

- Obtain consensus within the group on conclusions reached for key questions investigated in each area of concern and discipline areas. This will involve a great deal of free and open discussion, as well as subtle leadership. Conclusions in each area must be stated by the investigator, challenged, and corrected if necessary. Or perhaps, some conclusions will be earmarked for more investigation on day two.

- The best format for the team leader to follow for this meeting is as follows:

  (1) introduce each discipline evaluator in turn (e.g., Agriculture, Business Education, Distributive Education, etc.) to present his/her tentative conclusions to the team. (Discipline Evaluators may be excused from the meeting after their report <u>only if necessary</u>.)

  (2) announce a pre-determined amount of time for each presentation which will allow for both presentation and either questions, challenge, or confirmation from team members who have also encountered or need evidence which relates to the conclusion(s) presented.

  (3) introduce each program management evaluator in turn (e.g., Needs Assessment, Goals/Planning, etc.) to present his/her tentative conclusions to the team.

- <u>Important</u>. Instruct program management evaluators to take notes during discipline presentations on data which pertains to their evaluation concern. (Fox example, the "Implementation" evaluator will want to take notes on how advisory committees are functioning in each discipline in order to formulate a conclusion statement for key questions #3 for his/her "Implementation" report. The team leader will also want to take notes during the presentations of overall strengths and weaknesses that emerge for inclusion in his/her Evaluation Overview of Findings Report. (See A and B, p. 13.)

- In cases where no challenges are made, evaluators may consider their conclusions as corroborated.

- Instruct team members to use these validated conclusions to form the basis of their individual reports, developing recommendations, and suggested solutions for each conclusion during Report writing session on day two.

- Keep reports moving or this meeting could last all night!

F. Near the End of the Visit.

1. Discuss evaluation schedules, how team members are progressing, and what changes, if any, need to be made.

2. Check with LVEC to be sure that typists are provided for day two to complete the rough draft typing of reports and personal interview sheets.

3. Ask LVEC to be present to "hear" the various reports after they are rough draft typed.

4. Distribute travel vouchers. Discuss completion and submission.

G. Debriefing. (Can be done on an individual basis as each evaluator completes his/her assignment)

1. Have each team member read his/her report to the team leader and LVEC after rough draft typing. Make sure it is consistent, readable, and reflects consensus discussion. Ask evaluator to rewrite where needed and then re-read. This is a most important activity.

2. Ask the LVEC to be present to hear each report as it is being read, making corrections of terminology, and/or factual and spelling errors.

3. Collect from team members:

   - Interview sheets
   - Members written reports - both rough draft typed and original written pages
   - Members travel vouchers
   - Self Evaluation Reports (if school wishes them returned)

4. Discuss any unfinished business.

5. Dismiss each team member with thanks for cooperation.

H. Team Leader Oral report session with administration/LVEC. (one-half hour)

1. Discuss any findings judged difficult to include in written report.

2. Receive any suggestions or discussion on conduct of the team.

3. Center report on general conclusions, recommendations and suggested solutions. Team leader may speak directly from the Evaluation Overview of Findings.

4. Brief the administration relative to the receipt of the final written report. Submit travel vouchers to the LVEC.

5. Leave on a positive note after thanking the administration for the cooperation and courtesies shown.

I. Finalizing Team Report (before leaving school)

1. Compile the rough-draft typed Team Report into a unified whole. Be sure all sections are included and the Team Report is complete. See D., p. 14 for checklist.

2. Submit draft Report to the CVTAE on-site team consultant. Include:

   - The complete rough-draft typed copy as well as the original written pages;
   - Interview sheets from each team member showing persons interviewed;
   - If necessary, a special letter explaining unusual problems encountered by the team.

3. The CVTAE coordinator will edit the Team Report for format and grammatical inaccuracies. This editing will be done prior to leaving the host school. The CVTAE coordinator will retain a copy of all sections of the Report.

4. Final typing of the Team Report will be the responsibility of the host school.

## PREPARATION FOR THE VISITING TEAM

### Resporsibility of the School

Many non-evaluatory plans can best be facilitated by persons located in the District geographical area. Therefore, the school will assume responsibility for completing the following activities and arrangements.

### Preliminary Preparations

1. Carefully read Team Visitation Guidelines.

2. Review potential team roster from the CVTAE with school administrator and LVEC. Finalize the potential list utilizing strike-off privilege, if necessary.

3. Arrange for notification of selected team members and consultants. See sample letters in Appendix H. Complete the Information for Visiting Team form and send to all team members along with personal Data Sheet and a copy of the team roster prepared by CVTAE. See Appendix I*for samples.
   NOTE: Team Visitation Guidelines will be sent to members/leader by CVTAE.

4. Review and plan tentative team schedule. Review with team leader to finalize, if possible. (Appendix I,* pp. 84-85)*

5. Mail Self Evaluation Report and finalized visitation schedule to all members and consultants at least ten days prior to visit. See Appendix I*for samples. It is also helpful to include a community map with school and parking accommodations shown.

6. Outline a list of suggested materials that the school can have in readiness for the team. See "Suggested Institutional Materials for Visiting Team," pp. 20-21.*

7. Arrange for a team workroom at the main campus building. Arrange for suggested materials to be available in the team workroom as well as telephone, typewriter, paper, clerical help if necessary, and capabilities for xerox, etc. Arrange for school personnel to lay out materials in logical order. The LVEC will explain material arrangement to team members at orientation. Include a floor plan of the school(s).

8. Plan housing through school purchase order, if possible. Reserve hotel/motel rooms for team members (and project and DPI personnel, if necessary). Read "Team Member Finances" in Team Visitation Guidelines, p. 9.

9. Prepare name tags for team members, team leader and consultants, if any. School personnel will also need name tags. Select "student guides" and prepare name tags for them also.

10. Confirm arrangements for scheduled meals and eating facilities planned for on-site visitation.

*In Self Evaluation Manual

11. Duplicate (ditto is satisfactory) Team Report format sheets in adequate number to allow approximately 20 for each member plus 50 for draft typing. See Appendix J* p. 86 for example. Duplicate Personal Interview Sheets (See Appendix J* p. 87) to allow two for each team member plus 15 for draft typing.

12. Distribute Team Guidelines to appropriate Program personnel. READ. Program personnel should also receive roster, schedule, assignments, etc., and be aware of all aspects of the on-site visit.

13. Arrange for the team leader to have the following materials in readiness at the team workroom during the time the leader is at the school conducting the pre-visitation activities:

    - Class schedules (including exploratory and sequence courses) for all attendance centers and a list of the vocational teachers with a suggested time for interviews (planning periods).
    - A listing of local Board of Education members, addresses and telephone numbers.
    - A list of the local advisory council members, place of employment, and telephone numbers.
    - A listing of local Capstone graduates and employers, addresses, and telephone numbers.

14. Develop and distribute a series of news releases in team visit phase. Also, employers, graduates, Board members, training sponsors will need to be prepared to receive team interviews (Day One and possibly a.m. of Day Two).

15. Develop "tentative" interview schedules for each team member with vocational staff, administration, etc. Use scheduling procedures outlined in Team Guidelines, pp. 18-20 and Appendix C, pp. 43-45. Distribute to staff. Arrange to assist team leader during pre-visitation work time to complete interview schedule. This activity is critical! (Use Schedule of Interview form, p. 88 * adapting as necessary.)

During Visitation

1. Host the team/staff introductory meeting. See Team Guidelines, p. 22. (B. 1-6)

2. Have "student guides" identified and in readiness as facilitators for team members (especially student members), if requested.

3. Monitor progress, offer assistance and consultation if needed.

4. Distribute travel vouchers to team leader.

5. Arrange to have typists available on the final evaluation day to type a rough draft of the Team Report. One or two typists can be assigned for the morning; three or four typists will be needed for the

*In Self Evaluation Manual

afternoon (if student typists are used, more will be needed). It is essential that the rough draft be completed and edited by the CVTAE consultant before he/she leaves the school. (One or more typists may be asked to stay overtime, if needed.) CVTAE consultant will make and retain a xerox copy of the edited rough-draft team report.

6. The LVEC will be available all day of Day Two as he/she, along with Team Leader, will "hear" reports as they are ready. Each evaluator will read his/her report from the rough draft typed copy. The Team Leader and LVEC will cooperatively either accept each report at this time or require the evaluator to modify it for corrections. Corrected sections must be re-read to the Team Leader and LVEC a second time for acceptance.

After Visit

1. Process team member travel vouchers.

2. Type final copy of Team Report from the rough-typed copy which has been edited by the CVTAE consultant.

3. Duplicate the completed Visitation Team Report.

4. Distribute the specified number of copies to the appropriate people.

   - mail 1 copy to DPI consultant (Virgil Martinson)
   - mail 1 copy to CVTAE consultant (Dorothy Dale)

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APPENDIX A

(Example)

## INTRODUCTION

The _____ High School has elected to be involved as one of the seventeen pilot schools for on-site visitation activities relative to secondary vocational education programs. This district was selected because it is under the direction of a Local Vocational Education Coordinator (LVEC), has undergone a self evaluation using the revised self evaluation instruments and procedural guidelines prepared by the Center for Vocational, Technical and Adult Education, UW-Stout, and has demonstrated a sincere interest in vocational education.

This visiting team report is part of the state effort to implement a model for evaluation of local secondary school vocational education programs. The federal vocational education act (VEA-1976) mandates that each state/local district receiving monies under this act be involved in such an activity at least once during the five year period congruent with the five year state plan (1977-82).

The monies for the evaluation were made possible through a grant received by the Center for Vocational, Technical and Adult Education, University of Wisconsin-Stout, from the federal monies made available to the Wisconsin Department of Public Instruction. The _____ School District was also required to demonstrate a match of monies committed to this effort.

The main goal of the program evaluation as designed is program improvement. This school district will benefit in this respect as well as satisfying Federal legislation and State requirement of program evaluation.

The evaluation represents involvement of employers, students, recent graduates, vocational educators, school board members, administrators, and citizens as active contributors in the evaluation process. A very significant outcome of the evaluation is the involvement of people, from all areas, in a common effort to improve vocational education. The evaluation has provided an opportunity to further develop dialoque between the school and community.

A very important aspect of the team visitation and report for the reader to understand is that each section represents the collective judgment of the entire team. While the individual team members were assigned specific criteria and/or vocational discipline areas to evaluate and for which to compile a written report, the entire team worked together on investigating and evaluating the defined criteria and vocational discipline areas. Specific team consensus meetings were held during the visitation for the express purpose of reveiwing and sharing observations and findings.

# APPENDIX A

(Example)

## TEAM EVALUATION OVERVIEW OF FINDINGS

The on-site review team would commend _____ High School staff on the comprehensiveness and objectivity of its Vocational Program Self Evaluation Report. Data appearing in the Self Evaluation Report was in most cases confirmed during team interviews with school administration and staff, students, employers, advisory committee members, Board of Education members, and graduates working in the community. Some general examples of this concurrence with Self Evaluation data include the following program results which can be considered strengths of the program:

1. over 8 out of 10 employed program graduates of 1975 and 1977 are working in jobs directly or somewhat related to their program;

2. employers are generally pleased with job-entry skill and work attitudes of Capstone graduates and express preference in hiring them;

3. present students express a good deal of satisfaction with the present program.

The following comments deal with general aspects and ingredients of the program.

Facilities provided for vocational training generally are quite adequate. However, although provision for expanding industrial education shop facilities at _____ has been made, additional space needs for graphic arts and electricity-electronics instruction will still exist. In addition, useable resource space is needed for home economics instruction.

The District is to be commended for the number of qualified, competent staff who are involved in the vocational education program as administrators and teaching staff. Particularly noteworthy is the number of vocationally licensed instructors. Excellent rapport with supervisors and high morale is evident among vocational education staff.

Consideration should be given to conducting a District-wide needs assessment similar to the 1973 study. This would give current perspective to the needs of vocational education programming and services perceived by the local citizenry in light of student and societal needs.

Consideration should be given to providing a work experience program for school credit to students who are either potential dropouts, who do not qualify for the cooperative education program, or whose needs can best be provided for with a work experience program.

Comprehensive placement services should be considered to augment and strengthen present services.

TEAM EVAULATION OVERVIEW OF FINDINGS (continued)

The District is to be commended for its excellent followup procedures involving graduates of capstone programs. However, there is need to develop regular (possible three-year) followup of all District graduates to determine program effectiveness and student needs.

It is also recommended that consideration be given to identifying, on an annual basis, the number of students dropped out of school, or exempted from instruction, and the reasons given for dropping out. Special attention should be given to determining dropout rates among target groups including economically disadvantaged and handicapped students.

The District is to be commended on the conduct and behavior of its students. Team members found students to be helpful, courteous, and polite as well as respectful of adults, peers, and grounds and facilities.

Special praise is cited for the excellent leadership which is being provided by the LVEC in the planning, implementation, and evaluation of the total vocational education program. In addition, the Career Education Learning Specialist provides excellent direction to the career education program being implemented in the District. The Superintendent of Schools and Board of Education are to be commended for their support of the vocational education program. The District is outstanding in many facets of support for the program; this includes community support as well as active involvement and support by school agents.

The reader will find in the following pages a more specific report which focuses on six major areas of program evaluation concern:

- Needs Assessment
- Goals and Planning
- Implementation
- Product
- Evaluation
- Special Needs

Team comments in each of the above areas is divided into three segments: Conclusions, Recommendations, and Suggested Solutions. The "Conclusions" column displays evaluation findings noting strengths and weaknesses found. "Recommendations" contain statements which encourage or provide direction for continuance or improvement. The "Suggested Solutions" column consists of specific statements for implementation of recommendations.

A report is also provided for each of the vocational education occupational areas within _____ High School vocational program as well as the Special Needs area:

- Agriculture
- Business Education

APPENDIX A

(Example)

TEAM EVALUATION OVERVIEW OF FINDINGS (Concluded)

- Distributive Education
- Health Occupations
- Home Economics
- Industrial Education
- Special Needs

While many of the following evaluatory comments will reflect program deficiencies, this should not be construed as concentrating on negative aspects but rather on those aspects that can lead to program improvement.

Area of Concern NEEDS ASSESSMENT

| CONCLUSIONS (Findings) | RECOMMENDATIONS | SUGGESTED SOLUTIONS |
|---|---|---|
| 1. A community needs assessment was conducted when the school was planned, since then needs have been assessed informally. | 1. A formal needs assessment should be conducted of the community on a regular basis. | 1a. Organize a task force of representatives from the community and the school. This task force should include community members, business people, school administrators, vocational education staff, guidance personnel, students, and advisory committee members.<br><br>b. A needs assessment plan should be developed. This plan should cover the topics of purpose, objectives, timeline, and intended use of results of the needs assessment program.<br><br>c. The needs assessment should survey all factions of the community, business service orgranizations and agencies, industry, public and private institutions, private families (of all stages of the family life cycle). The needs assessment is especially inportant with the new mall.<br><br>d. The needs assessment should make specific efforts to reach the special needs population.<br><br>e. Assistance in developing a needs assessment program can be received from Dr. Orville Nelson, Center for Vocational, Technical and Adult Education, UW-Stout, (715-232-1382) |

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**Area of Concern** NEEDS ASSESSMENT (CONTINUED)

| CONCLUSIONS (Findings) | RECOMMENDATIONS | SUGGESTED SOLUTIONS |
|---|---|---|
| 2. National, state, and local employment data are obtained from several sources. | 2. More emphasis should be placed on assessing and utilizing employment data of local community needs in planning the vocational education programs.<br>(Note: The Job Service had a great deal of personal contact with local businesses, but the staff member has transferred to another office, which means the replacement must establish his/her own personal contacts with business people. Also, not all businesses have cooperated with Job Service. Therefore Job Service may not have a completely accurate picture of employment possibilities.) | 2a. Specific community employment data should be included in the needs assessment.<br>b. Community employment data must be updated regularly. Regular visits to all businesses are good to update job openings, possible training stations, interests and concerns of employers.<br>c. The data from the needs assessment and the regular followup should be used in program and course planning. This would have implications for starting new programs, expanding or limiting existing programs. Possibilities may exist for programs in:<br>(1) Distributive Education<br>(2) Agriculture<br>(3) Health<br>(4) Home Economics related occupations, such as food service, housekeeping service, child care. This could be exploratory and involve units in each area. |
| 3. There are systems of communication between the school and the community. | 3. More attention should be placed on communication between community and school. | 3a. Steps should be taken to increase the effectiveness of advisory committees:<br>(1) Conduct a thorough orientation of advisory committee members to their role, the vocational programs and the school. |

**Area of Concern** NEEDS ASSESSMENT (CONTINUED)

| CONCLUSIONS (Findings) | RECOMMENDATIONS | SUGGESTED SOLUTIONS |
|---|---|---|
| | | (2) Schedule regular visits of advisory committee to the school.<br>(3) Schedule advisory committee meetings more frequently to keep them in touch with the program.<br>(4) Advisory committee members should work with staff on developing their program (see Needs Assessment, Point 5).<br><br>b. An on-going communication (feed-back) system would help the school and community work together.<br><br>(1) Communication with the local newspaper is good in keeping a large portion of the community informed.<br>(2) Co-op programs are also good in keeping involvement between school and business.<br>(3) Advisory committees are helping in getting input from its members<br>(4) Surveys of community members may be helpful in gaining input from people that are not otherwise involved.<br>(5) Guest speakers and trips would help get more business people involved. |

**Area of Concern** HOME ECONOMICS

| CONCLUSIONS (Findings) | RECOMMENDATIONS | SUGGESTED SOLUTIONS |
|---|---|---|
| There are many strengths in the Home Economics programs. In particular, the overall spirit of cooperation and the commitment to providing meaningfull experiences to students were especially noteable. Although there are improvements to be made, many of these are recognized by the staff members themselves. They are doing much to make Home Economics programs available and appropriate for all students throughout the cluster. | | |
| | NEEDS ASSESSMENT | |
| 1. Needs assessment is done primarily by the administrative and guidance personnel of the various schools; however, informal assessment of student needs and interests is done by the individual teachers or departments. Community needs are also determined informally. | 1. Initiate additional assessment procedures to determine the need and interest patterns of students and of the community in regard to areas that can be served by Home Economics content. Develop a plan for systematic and periodic collection of such data. | 1a. Survey the student body and the community to determine the basic concerns of families within each district.<br>b. As an extension of this, determine the degree to which the community is able to offer services in the area of these concerns.<br>c. Determine how Home Economics can feasibly adapt program offerings, scheduling, etc. to help students be effective family members, and/or develop the job competencies needed by family-related occupations in the community.<br>d. Secure the help of consultants as needed. |

**Area of Concern** HOME ECONOMICS (CONTINUED)

| CONCLUSIONS (Findings) | RECOMMENDATIONS | SUGGESTED SOLUTIONS |
|---|---|---|
| 2. Advisory committees have been established for each of the Home Economics programs. The general role of committee members has been identified, and at least one meeting has been held during this school year. | 2. Continue and expand the utilization of representative advisory committees. Further support and strengthen the functioning of the committee members. | 2a. Identify the specific functions that the committees can service, for example: needs assessment, goal planning, implementation, evaluation, etc.<br><br>b. Establish membership on the committee early in the year so that maximum input can be obtained. Set up a membership rotation schedule so that continuity as well as the influence of new ideas and resources can be assured. Include men as well as women and attempt to have several different ages and occupational backgrounds represented. Include at least 6 to 8 members.<br><br>c. Either establish a seperate committee for Capstone and family focused programs and try to have at least one member be a member of both committees if possible, or establish a comprehensive committee fot both thrusts, and designate the members as subcommittees as well. Include teacher aide in committee meetings of the Family Community Services/ Capstone.<br><br>d. Schedule meetings on a regular basis at least three or four times a year. |

**Area of Concern** HOME ECONOMICS (CONTINUED)

| CONCLUSIONS (Findings) | RECOMMENDATIONS | SUGGESTED SOLUTIONS |
|---|---|---|
| | | e. Communicate with the committee members on a regular basis, perhaps with a newsletter or other update. Send out agendas for meetings as well as followup minutes of the meetings. If possible, make information available to members regarding current developments in Home Economics subject areas.<br><br>f. Develop a handbook of information and guidelines for the advisory committee. |
| | GOALS/PLANNING | |
| 3. The cooperative effort shown by the Home Economics staff in developing a common philosophy and program goals has given positive direction to the present and future curriculum. From this base the staff has adapted the course offerings and course content to the perceived needs. Examples of this adaptation would be planned inclusion of laboratory experiences in the child development course, and the possible extension of the Family and Community Services Capstone into the child care occupations area. | 3. Periodically discuss the philosophy and review and update the goals of the program in accordance with state guidelines for family focused programs, with the needs of the students in the family related Capstone programs and of the community in mind. | 3a. Continue to encourage the membership of one or more teachers on the Teacher Cadre and/or other DPI in-service functions. Provide a forum for sharing information, ideas, and questions from these meetings.<br><br>b. In the upcoming summer workshops, review the goals, objectives and concepts already developed to determine the degree to which the family focused courses meet the criteria established by the Wisconsin Conceptual Guide Counsel.<br><br>c. Within each school, review the program and each course to determine the degree to which they are family-focused. |

**Area of Concern** HOME ECONOMICS (CONTINUED)

| CONCLUSIONS (Findings) | RECOMMENDATIONS | SUGGESTED SOLUTIONS |
|---|---|---|
| 4. Broad objectives have been formulated for each subject area, and major objectives have been identified for the comprohensive and parenting courses. It is planned that the areas of housing will be firther developed during the extended contract workshop during the summer of 1978, with others to follow. | 4. Continue work on the development of the courses in the sequence. | 4a. Follow through with plans for the summer workshop in housing and also with review and revision of the comprehensive course objectives and concepts.<br>b. Identify priorities for further development, particularly considering the family relations area. Investigate short term solutions for providing support in this area until complete development can be achieved in a workshop. |
| 5. Through various scheduling techniques and content combinations, the school is generally providing experiences in each of the areas of Home Economics. | 5. Attempt to provide as balanced an orientation as possible. | 5. Attempt to combine related content areas if possible. |
| 6. Since some of the concepts appropriate for family focused Home Economics draw on the same knowledge as certain other disciplines there is a potential overlap unless the Home Economics orientation centers on the family | 6. Clarify the focus of the concepts studied in the Home Economics courses. | 6a. Review the courses with professionals from other disciplines to identify potential areas of overlap.<br>b. Develop generalizations which clarify the relationship of a particular concept on the family. |
| 7. There appears to be strong community support for the two Home Economics Capstone courses: Food Service and Family and Community Serivces. The opinions gathered from students and community members were extremely positive. | IMPLEMENTATION<br>7. Continue to enhance the public relations efforts and the quality of these contacts. | |
| | *For purposes of display in these Guidelines, this Home Economics Report is cut short at this point.* | |

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APPENDIX A

# APPENDIX B

## Suggested Institutional Materials for Visiting Team

The following list of materials is intended as a guide to the LVEC/administrator preparing for a team visit. Include materials only as they relate to the total vocational program. Grouping and identifying these materials in the team workroom can greatly expedite the work and enhance the effectiveness of the team.

(Team members will have received in advance the Self Evaluation Report for study prior to the visit of the team. Some of the items listed below may have been included in the Self Evaluation Report and therefore need not be duplicated in the team workroom.)

- Board of Education Policy Handbook
- School Catalog
- Student Handbook
- Local Short and Long Range Plan for Vocational Education
- Enrollment Patterns for last 2 - 5 years
- Budgets (current and projected) for Department and Discipline Areas
- Advisory Committee rosters and minutes
- Faculty dossiers or biographical sketch showing education and occupational experience, degree, certification, professional organization, youth organization leadership, etc.
- Brochures and other publications
- Maps of school layout
- Dictaphone
- Typewriter
- Reports of institutional research, including:
  - Enrollment statistics
  - Studies of grading practices and distributions
  - Studies of current students
  - Followup studies of former students required by DPI
  - North Central Evaluations
- Course Outlines
- Departmental and Course Objectives
- Master Teacher's Contract
- Pertinent Job Descriptions
- Class schedules

- Laboratory layouts

- Safety program

- Published financial and/or other reports

- Descriptive information about the community

- Local telephone book

- Telephone (if possible)

- Names, addresses, phone numbers of the following groups:*

  - Employers of Capstone graduates (in the community)
  - Advisory Council members
  - Board of Education members
  - Feeder school personnel (administrative, guidance staff, etc.)

- Curriculum Guide for District Programs (Include elementary and middle school as appropriate)

- Staff and Administrative charts with names

- Important Incidentials:

  - Paper
  - Pencils
  - Paper Clips
  - Thumb tacks
  - Bulletin Board
  - Stapler
  - Scotch tape
  - Masking tape

*These lists must be made available to the team leader prior to the on-site visit.

# APPENDIX C

## INTERVIEW ASSIGNMENT MATRIX

| Contact Groups | Program Management Criteria | | | | |
|---|---|---|---|---|---|
| | Needs Assessment | Goals/ Planning | Imple-mentation | Product | Evaluation |
| 1. Advisory Committee | | | | | |
| 2. Students | | | | | |
| 3. Vocational Education Staff | | | | | |
| 4. Other Staff | | | | | |
| 5. LVEC | | | | | |
| 6. Administration | | | | | |
| 7. Guidance | | | | | |
| 8. Employers | | | | | |
| 9. Board Members | | | | | |
| TOTALS | | | | | |

(Example Filled In)

INTERVIEW ASSIGNMENT MATRIX

| Contact Groups | Program Management Criteria | | | | |
|---|---|---|---|---|---|
| | Needs Assessment | Goals/ Planning | Implementation | Product | Evaluation |
| 1. Advisory Committee (5) | 1 - I.E.<br>1 - A.E. | | 1 - I.E.<br>1 - D.E. | 1 - I.E. | |
| 2. Students (5) | I.E., H.E. | | | B.E., D.E., A.E. | |
| 3. Vocational Education Staff (11) | 1 - I.E.<br>1 - A.E. | 1 - H.E.<br>1 - I.E.<br>1 - A.E. | 1 - I.E.<br>1 - D.E.<br>1 - B.E.<br>1 - H.E. | | 1 - A.E.<br>1 - B.E. |
| 4. Other Staff (4) | | 1 - Spec. Ed. | | 1 - Spec. Ed. | 1 - Soc. Stud.<br>1 - Math |
| 5. LVEC (1) | LVEC | LVEC | LVEC | LVEC | LVEC |
| 6. Administration (2) | Superintendent | Principal | Superintendent | Principal | Principal |
| 7. Guidance (1) | | Director | Director | | Director |
| 8. Employers (3) | 1 - I.E. | | | 1 - A.E. | 1 - B.E. |
| 9. Board Members (2) | | 1 | | 1 | |
| TOTALS | 9 | 8 | 9 | 9 | 8 |

Note: LVECs are encouraged to use a matrix such as the one shown here to insure that all pertinent groups are contacted without overloading individual team members and/or interviewees. The sample matrix shown here was used by one of the pilot schools. Because team size and school staffing is different at each school, the LVEC will want to use the above as a guide only in determining the interviews needed. Fill in the blank form on the preceeding page to accommodate your school.

# APPENDIX C

## INTERVIEW ASSIGNMENT MATRIX

| Contact Groups | Discipline Areas | | | | | | |
|---|---|---|---|---|---|---|---|
| | Agri-culture | Business & Office | Dist. Ed. | Health Occup. | Home Ec. | Indust. Ed. | Special Needs |
| 1. Advisory Committee | | | | | | | |
| 2. Students | | | | | | | |
| 3. Vocational Education Staff | | | | | | | |
| 4. Department Head | | | | | | | |
| 5. LVEC | LVEC | LVEC | LVEC | LVEC | LVEC | LVEC | LVEC |
| 6. Administration (if needed) | | | | | | | |
| 7. Guidance (as needed) | | | | | | | |
| 8. Employers | | | | | | | |
| 9. Graduates | | | | | | | |
| TOTALS | | | | | | | |

NOTE: LVECs are encouraged to use a matrix such as the one shown here to insure that all pertinent groups are contacted. This sample matrix was used for the pilot schools and needs to be modified by the LVEC for the school being evaluated. Fill in this blank form to accommodate your school.

## APPENDIX D

### SCHEDULE OF INTERVIEWS

Interviewer: _____

| Time | Name and Position or Activity | Place |
|---|---|---|
| _____ (day) | | |
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| _____ (day) | | |
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## APPENDIX D

SCHEDULE OF INTERVIEWS
**(example filled in)**

Interviewer: Name (Needs Assessment)

| Time | Name and Position or Activity | Place |
|---|---|---|
| | Tuesday (day) | |
| 8:30 - 9:00 | Staff/Team Introductory Meeting | Board Room |
| 9:00 - 9:45 | Group Interview - Superintendent (name) | Supt. Office |
| 10:00 - 10:45 | Group Interview - LVEC (name) | Team Work Room |
| 11:00 - 12:00 | Contact Advisory Committee by phone (3): | Main Office |
| | (name) (telephone number) | |
| | (name) (telephone number) | |
| | (name) (telephone number) | |
| 12:00 - 1:00 | Lunch - contact students | School Cafeteria |
| 1:00 - 1:30 | Mr. Jones, Industrial Education Department Head | Room 121 |
| 1:45 - 2:15 | Mr. Smith - Production Agriculture Instructor | Room 201 |
| 2:30 - 4:00 | Employers: (1) Manager - Fultons Meat Supply | (addresses) |
| | (2) Asst. Manager - First National Bank | |
| 4:00 - 5:00 | Team Meeting with LVEC/Write Tentative Conclusions | Team Work Room |
| 5:00 - 7:00 | Dinner | The Rafters |
| 7:00 - 10:00 | Team Consensus Meeting | Team Work Room |
| | Wednesday (day) | |
| 8:00 - 10:30 | (Leave open as much as possible for individual evaluators to fill in as needed to complete their interview tasks) | |
| 10:30 | Report Writing | Team Work Room |

PERSONAL INTERVIEWS

Name of School: _____

Team Member: _____

I interviewed the following people during the course of the visitation:

| Name | Title |
| --- | --- |
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**APPENDIX E**

**(example filled in)**

PERSONAL INTERVIEWS

Name of School: *Midtown High School*

Team Member: *Sally Turner*

I interviewed the following people during the course of the visitation:

| Name | Title |
|---|---|
| *Jane Smith* | *Typing Instructor* |
| *Mary Jones* | *Homemaking Instructor* |
| *John Webster* | *Board Member* |
| *Jake Hammer* | *Student, Welding* |
| *Tom Collins* | *Food Service Manager* |
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| *Example* | *Example* |
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Included as information only

(a completed copy will be received from the school)

INFORMATION FOR THE VISITING TEAM

This information will be obtained well in advance of the visitation and will be sent to the team members and consultants.

1. Name of school: _____

2. Team Leader: _____

3. Dates of visit: _____

4. Housing: (name facility, phone number and location) _____

_____

5. First meeting of team: time: _____

place: _____

6. Final meeting of team: (estimated time) _____

7. Arrangement:

   a. Where on campus will the team work room be located? _____

   _____

   b. Will other work or conference rooms be available? Where? _____

   _____

   c. Will dictating equipment be available? _____

   _____

   d. Will typewriters and/or duplicating capabilities be available? _____

   _____

   e. Will transportation be available to reach facilities located away from the main campus? _____

   _____

8. Message center where members can be contacted: _____

_____

## APPENDIX G

Included as information only
(A copy will be sent to each team member for completion)

### PERSONAL DATA SHEET

Please fill out the items listed below and return by (date) to:

_____

_____

_____

(Self addressed, stamped envelope is enclosed)

(Check one)

1. Name _____ ☐ Female; ☐ Male
2. Arrival time (estimate) _____
3. Method of travel _____
4. Team members traveling together (names) _____

   _____
5. Special dietary requirements _____
6. Arrangements have been made for members to share double rooms. If you prefer a single (twin) room only, please specify here:

   _____

   _____

   _____
7. Indicate rooming preference:

   Non-Smoker ☐

   Smoker ☐

# *Team Member Handbook*

## *For Use During*

## *On-site Evaluation*

## AN OVERVIEW FOR TEAM MEMBERS

This evaluation of a District's Vocational Education Program focuses on the evaluation of the total vocational program with emphasis on the five program areas of concern: Needs Assessment, Goals/Planning, Implementation, Product and Evaluation. Specific content areas in operation such as Agriculture, Business Education, Distributive Education, Health Occupations, Home Economics Education, and Industrial Education are also included as well as an assessment of services to Special Needs students in the vocational program.

The Five Program Areas of Concern for Evaluation pp. 57-88.

The five areas of concern for evaluation have been identified as essential to the success of the total vocational education program. Included in this booklet are guidelines to be used in gathering data for each of these five areas.

Each area of concern section is divided under four headings: (1) Primary Goal, (2) Key Questions for Evaluation, (3) Self Evaluation Data Source, and (4) Post-Interview Conclusions.

(1) The Primary Goal of the interviews for each particular Area of Concern is expressed first.

(2) Key Questions for Evaluation which relate directly to the Primary Goal comprise more specific objectives to achieve during each interview, and are arranged in priority order. The interviewer will need to formulate his/her own specific interview questions to accomplish the key question objectives. Structure the interview so that answers to an array of questions will allow you to fulfill the Primary Goal by the conclusion of the interview. Remember to concentrate on top priority questions first, then on down the list as time and judgment permit.

(3) Self Evaluation Data Source is arranged to accommodate data from Chapter 3 of the Self Evaluation Report which pertains to each key question listed. Much facilitating information can be gathered here to ease the interviewing, report writing, and conclusion identifying sessions. Fill in this section *before you begin your interviews;* much of your background information stems from this activity.

*Directions for use of this section:*

- *The parenthesis following each item number refers to a specific piece of relevant data in the SE Report. Examples: (A-I. 1&2) and (B1&B3) from Needs Assessment, item #1, p. 57.*
- *The first example above is referring to Form "A", Section "I.", items "1 and 2" directing the team member to turn to Chapter 3 of the SE Report, find Form A results, locate Section I., items 1 and 2, and evaluate the responses.*
- *The second example above refers to Forms "B1" & "B3", item 18, directing the team member to turn to Chapter 3 of the SE Report, find Forms B1&B3 results, locate item 18, read and evaluate the responses.*
- *Note that in some cases blanks are provided so that data may be copied directly on to the Handbook page.*

(4) Post-Interview Conclusions is provided so that notes may be taken here as you observe classes and organize your thoughts after each interview. Be sure to put your thoughts down on paper; it is so easy to forget.

Vocational Discipline Areas pp. 89-93.

Included in this Team Member's Handbook are guidelines and criteria for evaluation to be used in gathering data for each discipline (occupational) area in operation within the District's vocational program. Team members responsible for evaluating occupational areas will find this section of the Handbook divided under four headings: (1) Primary Goals, (2) Key Areas of Concern for Evaluation, (3) Self Evaluation Data Source, and (4) Post Interview conclusions.

(1) The Primary Goals for evaluation for each discipline area are expressed first. Note that these are general goals applicable to all vocational disciplines.

(2) The Key Areas of Concern for Evaluation are evaluation criteria to be used by the team member investigating his/her discipline assignment. The criteria are grouped in the same manner that the five Program Areas of Concern are grouped: Needs Assessment; Goals/Planning; Implementation/Product; and Evaluation. Note that these criteria are also general criteria for evaluation applicable to all vocational disciplines.

In the evaluation of the operational discipline areas of the District's vocational program, this evaluation model focuses on general goals and general criteria for evaluation which apply to all vocational disciplines. This will assure that data on these prime trans-discipline concerns will be sought across the total vocational education program and recorded for evaluation and comparison. However, it is important that discipline evaluators realize that they were selected because of their occupational expertise. This specific subject area expertise utilized in addition to the general goals and criteria outlined will result in comparable and current data for evaluation and program improvement.

Discipline evaluators will prioritize their investigating and reporting activities first on Capstone courses, and secondly on sequence and exploratory levels as stated in the on-site evaluation goals on p. 3-4.

In cases where a discipline area is not in operation within a District's vocational program, the team leader or another designated evaluator will want to explore the potential within the District for that program and include that as part of the Team Report.

(3) Self Evaluation Data Source, p. 93 is self-explanatory.

(4) Post Interview Conclusions are provided for evaluator notes and observations.

Assessment of Services to Special Needs Students in the Vocational Program

The team member assigned to this area of evaluation concern will concentrate on Forms H1 and H2 results in Chapter 3 of the SE Report. Pertinent data gathered by the school will be displayed in this section.

Primary Goals and Key Areas of Concern for Evaluation also apply to the evaluation of vocational education services to Special Needs Students; however, due to the nature of the evaluation assignment, considerable judgment and latitude in investigating and reporting is expected in this area based upon the expertise of the evaluator.

It is important that the evaluator understand the emphasis of this evaluation is services to special needs students within the vocational program. A total evaluation of the District's special education program is outside the confines of this evaluation model.

Following is a brief discussion of the principles of interviewing which may be of help to you in preparing for your role as a member of the evaluation team.

*PRINCIPLES OF INTERVIEWING*

We know that in order to understand people, we must know what some of their needs are. A respondent in an interview situation has needs which the interviewer must understand and try to meet.

_____respondents need to see the interviewer as someone who is not a threat to their immediate or future well-being, nor to their self-esteem;

_____they need to see the Evaluation itself as not posing a threat;

_____ they need to understand, even in a limited way, the purpose of the evaluation, the reason they were selected and why their cooperation is required;

_____they need to see the interview situation as a pleasant way of spending some time.

_____they need to feel, after the interview is completed, that they had a real opportunity to express themselves freely on the subject.

To meet these needs of the respondent, the interviewer must be very conscious of what he/she is doing and how he/she is doing it. Certain techniques should be followed to help insure a good interviewing relationship, as well as to obtain an accurate, unbiased interview. Let us now turn to a discussion of some of those techniques and procedures.

*ESTABLISHING AND MAINTAINING GOOD INTERVIEW RELATIONS*

A good interviewing relationship requires that respondents feel relaxed and at ease with the interviewer - to the point where they feel free to say what they <u>really</u> think or feel about a given subject, without fear of criticism or disapproval. To maintain an atmosphere of this kind, the interviewer must have a sympathetic interest in people and the ability to recognize and understand their feelings. He/she must respond in both an encouraging, reassuring or supportive way. But support should not influence or bias the content of what they say. Assuming you have the basic conviction and sincerity necessary to good interviewing, you will rapidly become sensitive to the moments in an interview where encouragement or reassurance is needed, but some standard professional procedure will help you to minimize the need and to deal with it when it arises.

Generally, keep the following points in mind while conducting an interview:

a. Be <u>friendly and informal</u> but, at the same time, <u>professional</u> in your manner. Remember that you are a stranger, and everything you say or do should help to gain the respondent's confidence in you as well as in themselves.

b. Be neutral with respect to the subject matter. Do not express your own opinions either on the subjects being discussed by the respondent, on the respondent's ideas about those subjects, or "how we do it at home." You must never betray feelings of shock, surprise, indignation or disapproval at what the respondent is saying either by word or involuntary gesture. Your job is to understand and accept what they are saying, not to approve or disapprove of it, nor to agree or disagree with it.

c. Be a sympathetic, interested and attentive listener. Encouraging nods, "uh-huhs," "I know how you feel," and similar gestures will convey to respondents that they are understood and that their opinions are valued and appreciated. . But don't overdo it! There is nothing quite so distracting to the average person as the listener who keeps up a running stream of "uh-huh," "is that so," when it's not needed. A nod of the head is usually a much more articulate way of showing your interest than a constant clucking in the background, which many respondents will feel is a camouflage for a lack of genuine interest in them and their problems.

d. Be observant. Be alert to the way in which respondents express themselves and to gestures they use. These signs may serve as clues that respondents are becoming uncomfortable and ill-at-ease or that they are not expressing what they really feel.

e. Last but not least, be at ease yourself, in the interview situation. If you feel hesitant, embarrassed, hurried, or awkward, the respondent will soon sense this feeling and behave accordingly.

Beyond these standard points applicable to all interviews, there are some respondents or situations that require encouragement or reassurance either in getting the interview started or during its course. The cardinal principle in all of these cases is to put the respondents at ease and to get them interested in the interview. Frequently you will know what to do simply by putting yourself in the respondent's position, and asking yourself how you would be feeling under those circumstances.

*NOTE:* Adapted from Team Member Handbook for Evaluation, Division of Adult, Vocational and Technical Education, Illinois Office of Education, Springfield, Illinois, 1976, pp. 142.

# NEEDS ASSESSMENT

Primary Goal: Examine the needs assessment system. Determine the strengths and weaknesses of the needs assessment phase of the program.

Key Questions for Evaluation: (The interviewer should formulate specific questions to accomplish these objectives.)

1. Is there evidence of a functioning, systematic and comprehensive needs assessment system?
2. Are community needs surveyed?
3. Are employment data gathered?
4. Are student's needs, interests, and abilities assessed?
5. Is followup data collected?
6. Is needs assessment current and accurate?
7. Are occupational skills identified?
8. Is advisory committee input solicited and utilized?
9. Is staff input solicited and utilized?
10. Are facility and equipment needs assessed?
11. Are needs of surrounding districts assessed?

Self Evaluation Data Source: (Chapter 3 of the Self Evaluation Report) Numbers of items below correspond with numbers of Key Questions above.

1. (A-I. 1 & 2) Evaluate school response to needs assessment procedures used and keeping assessments current.

   (B1 & B3-20) One-year grads response to: During my vocational program I filled out a questionnaire or survey about my occupational interests and abilities: (1)____ ____ Yes, (2)____ ____Not sure, (3)____ ____No.

2. (A-I.1a) Evaluate school response to community needs assessment procedures used.

   (F-2) Advisory response to: I believe my Advisory Committee has contributed in identifying the needs of the people that the Capstone program must serve. Mean response_____.

3. (A-I.1b) Evaluate school response to employment data assessment procedures used.

NEEDS ASSESSMENT

Post-Interview Conclusions

Needs Assessment (continued)

4. (A-I.1c) Evaluate school response to assessment procedures for students' needs, interests and abilities.

   (D1-5) Student response to: I have previously filled out a questionnaire or survey about my occupational interests:
   (1) ____ Yes, (2) ____ ?, (3) ____ No.

5. (A-I. 1a) Evaluate school response to followup data procedures used.

   (G-11) Evaluate school response to: Does your school have a formal followup program that gives a picture of your entire student body? ____ Yes, ____ No. Only occupational students? ____ Yes, ____ No. If yes to either:

   a. How often are followup studies conducted?_____
   b. Who is responsible for coordinating the followup study?_____
   c. Are the results of followup studies disseminated to the instructional staff? ____ Yes, ____ No.

6. (A-I.2) Evaluate school response to description of keeping this assessment current.

7. (A-I.1e) Evaluate school response to occupational skills needs assessment procedures.

   (E-4) Staff response to: I feel I have input in the following course activities: (3) ____ Developing task analysis.

   (F-9) Advisory response to: I feel my Advisory Committee is or has been involved in identifying specific occupational skills through task analysis or competency assessment. Mean response_____.

8. (E-12) Staff response to: I believe the Advisory Committee(s) has contributed in identifying the needs of the people the Capstone program must serve. Mean response_____(SA=5, SD=1)

   (F-1 & 3) Advisory response to: I feel that as a member of my Advisory Committee I have made a positive contribution to the effectiveness of the Capstone program. Mean response_____; and

   I feel the advice given by my Advisory Committee has been considered/utilized by the people in the Capstone program.
   Mean response_____.

9. (E-3 & 4) Staff response to: As a staff member, I feel I have input in the following program activities:

   (1) ____Identifying student's needs and interests.
   (2) ____Identifying facilities/equipment needs.
   (3) ____Planning for shared programs with other districts.
   (4) ____Developing philosophy, goal and objective statements.

NEEDS ASSESSMENT

Post-Interview Conclusions

Needs Assessment (concluded)

(5) ____Vocational program planning.
(6) ____Establishing budget allocations.
(7) ____Vocational program evaluation.
(8) ____Identifying and using Advisory Committee.

Staff response to: I feel I have input in the following course activities:

(1) ____Identifying AV and other media needs.
(2) ____Updating curriculum.
(3) ____Developing task analyses.
(4) ____Identify and utilizing community resources in my classes.
(5) ____Other_____
(6) ____Other_____

10. (A-I.f) Evaluate school response to procedures for assessing facility and equipment needs.

(E-3) Staff response to: I feel I have input in the following program activities: (2)____ Identifying facilities/equipment needs.

(F-5) Advisory response to: My advisory committee has been involved in evaluating the adequacy of in-school facilities and equipment. Mean response_____.

11. (A-I.1g) Evaluate school response to procedures for assessing needs of surrounding districts.

(E-3) Staff response to: I feel I have input in the following program activities: (3) ____ Planning for shared programs with other districts.

(G-4) Evaluate school response to: Does your District share programs with other Districts? ____ Yes, ____ No.

a. If yes, list: Programs_____ Districts_____
_____ _____

NEEDS ASSESSMENT

Post-Interview Conclusions

## GOALS AND PLANNING

Primary Goal: Examine the philosophy, goals and objectives of the program. Determine the strengths and weaknesses of the goals/planning phase of the program.

Key Questions for Evaluation: (The interviewer should formulate specific questions to accomplish these objectives.)

1. Is there a written philosophy of vocational education which is consistent with Federal, State and local long-range plans?
2. Are program goals and objectives written and consistent with the philosophy?
3. Are goals and objectives achievable in light of available resources?
4. Are objectives measureable?
5. Have appropriate Federal and State goals been taken into account?
6. Has course content been systemized through use of comprehensive, sequential curriculum guides?
7. Who is involved in establishing plans for Vocational Education?
8. Have costs been considered in establishing Vocational Education plans?
9. Is there a current, complete and accurate facilities and equipment inventory?
10. Are a variety of available resources identified and utilized in Vocational Education planning?

Self Evaluation Data Source: Numbers of items below correspond with numbers of Key Questions above.

1. (A-II.1) Evaluate school response to stated philosophy, where written, how made available to community.

   (E-3) Staff response to: I feel I have input in the following program activities: (4) _____ Developing philosophy, goals and objectives statements.

2. (A-II.2 & 3) Evaluate school response to stated goals and objectives and relationship with philosophy of the school.

   (E-3) See E-3 in 1. above.

3. (E-6, 7 & 8) Staff response to: Are there attainable and measurable objectives for the district's total vocational program? (1) _____ Yes, (2) _____ Not Sure, (3) _____ No; and

GOALS and PLANNING

Post-Interview Conclusions

Goals and Planning (continued)

Are there attainable and measurable objectives for the vocational program in which you teach, administer, or provide guidance?
(1) ____ Yes, (2) ____ Not sure, (3) ____ No; and

Are there attainable and measurable objectives for the vocational courses which you teach, administer, or provide guidance?
(1) ____ Yes, (2) ____ Not sure, (3) ____ No.

4. (E-6, 7 & 8) See responses in 3 - Goals and Planning.

5. (A-II.4) Evaluate school response to inclusion of appropriate Federal and State goals.

6. (A-II.6) Evaluate school response to curriculum improvement program and the use of comprehensive sequential curriculum guides.

   (E-5) Staff response to: Are the vocational courses sequentially structured into programs: (1) ____ Yes, (2) ____ No.

7. (A-II.5) Evaluate school response to those identified as involved in establishing plans for Vocational Education?

   (E-3) Staff response to: I feel I have input in the following program activities: (5) ____ Vocational program planning.

8. (A-II.7) Evaluate school response to methods identified for establishing priorities and allocating resources to facility and equipment needs.

   (E-3) Staff responses to: I feel I have input in the following program activities: (6) ____ Establishing budget allocations.

9. (A-II.7) Evaluate school response to keeping inventories for facilities and equipment current and complete.

10. (A-II.8) Evaluate school response to availability and variety of resources and their identification and utilization in Vocational Education planning.

    (E-4) Staff response to: I feel I have input in the following course activities: (4) ____ Identifying and utilizing community resources in my classes.

GOALS and PLANNING

Post-Interview Conclusions

## IMPLEMENTATION

Primary Goal: Determine whether thr program does reflect identified needs of the district, its stated philosophy and objectives, sound administration, management, and instructional practices. Determine the strengths and weaknesses of the implementation phase of the program.

Key Questions for Evaluation: (The interviewer should formulate specific questions to accomplish these objectives.)

1. Does the program reflect the stated philosophy, goals and objectives?
2. Is the program adequately staffed?
3. How effectively are Advisory Committee(s) functioning?
4. Can the administrative structure for program supervision be improved?
5. Are in-school facilities appropriate and adequate? Are Resources Centers available and adequate?
6. Is instruction appropriate and effective at the various skill levels?
7. Do instructors utilize a variety of effective teaching techniques?
8. Are individual student differences being measured and addressed?
9. Are guidance services meeting the needs of teachers and students?
10. Is the placement program functioning effectively?
11. Are community and other resources effectively identified and used? (See 3)
12. Are programs articulated horizontally and vertically?
13. Are student organizations functioning effectively?
14. Are programs competency based?
15. Is appropriate instructional media available and used?
16. Is on-the-job training related to classroom instruction?
17. Are job alternatives for students identified in the instructional program?

Self Evaluation Data Source: Numbers of items below correspond with numbers of Key Questions.

1. (A-II. 1-4) Review stated philosophy, goals and objectives.

   (D1-9) Students response to: I am aware of vocational programs in my high school and objectives and goals of these programs.
   (1) ____ Yes, (2 ____ Some, (3) ____ No.

IMPLEMENTATION

Post-Interview Conclusions

Implementation (continued)

(E-14) Staff rating of: Putting goals and objectives to use in the classroom. Mean response _____(VS=5, VW=1)

(F-8) Advisory response to: I believe that the philosophy and objectives of the program for which I advise are carried through in the program. Mean response_____(SA=5, SD=1)

2. Refer to Chapter 2 of the SE Report. Read and evaluate school's staffing pattern display. Refer to display materials in the Team Workroom for qualifications and experience.

3. (E-3 & 13) Staff response to: I feel I have input in the following program activities: (8) ____ Identifying and using Advisory Committee.

I feel the advise given by the Advisory Committee(s) has been considered/utilized by the people in the Capstone program: Mean response: _____(SA=5, SD=1)

(F1, 6, 7) Advisory response to: I feel that as a member of my Advisory Committee, I have made a positive contribution to the effectiveness of the Capstone Program. Mean response_____(SA=5, SD=1)

My Advisory Committee met too infrequently to really be effective. Mean response _____ (SA=5, SD=1)

As Far as I know, minutes of our Advisory Committee meetings were taken, compiled and disseminated. Mean response_____(SA=5, SA=1)

4. (A-III.7) Evaluate school response to method of supervision.

5. (A-III.1, 2) Evaluate school response to adequacy of instructional and non-instructional facilities.

(E-15, 16) Staff rating of: Appropriate and adequate facilities. Mean response_____(VA=5, VW=1)

(F-5) Advisory response to: My Advisory Committee has been involved in evaluating the adequacy of in-school facilities and equipment. Mean response_____(SA=5, SD=1)

6. (D1-8) Student response to: I would rate my vocational instructor's knowledge of the world of work: (1) ____ High-knows a lot about occupations: (2) ____ Average-knows something about occupations, (3) ____ Below Average-knows little about occupations, (4) ____ I don't know-we never talked about occupations.

(F-9) Advisory response to: I feel my Advisory Committee is or has been involved in identifying specific occupational skills through task analysis or competency assessment. Mean response_____(SA=5, SD=1)

7. (D1-11) Student response to: Instructors in my vocational program have used a variety of teaching methods such as (1) ____ Lecture, (2) ____ Discussion, (3) ____ Films, (4) ____ Field Trips, (5) ____ Demonstration, (6) ____ Role Playing, (7) ____ Outside speakers, (8) ____ Learning packages, (9) ____ Project activities.

# IMPLEMENTATION

## Post-Interview Conclusions

Implementation (continued)

(E-17) Staff rating of: Utilizing a variety of effective teaching techniques. Mean response _____ (VS=5, VW=1)

8. (A-I.1c) Evaluate school response to procedures used to assess student needs, interests, abilities.

(B1 & B3-20) One-year graduate response to: During my vocational program I filled out a questionnaire or survey about my occupational interests and abilities. (1) ____ ____ Yes, (2) ____ ____ Not sure, (3) ____ ____ No.

(D1-5) Student response to: I have previously filled out a questionnaire or survey about my vocational interests. (1) ____ Yes, (2) ____?, (3) ____ No.

(D2-8 & 9) Student response to: Are you aware of the qualifications and training needed to enter this career or school? (1) ____ Yes, (2) ____ No, (3) ____ I do not have a planned career/school.

Do you feel your present curriculum is preparing you for your planned career/school? (1) ____ Yes, (2) ____ No, (3) ____ I don't have a planned career/school.

9. (A-III.3) Evaluate school response to guidance services available to vocational students and teachers?

(B1 & B3-24) One-year graduate response to: How would you rate the value of the information you received in career guidance or making a career choice? (1) ____ ____ Low, (2) ____ ____ Average, (3) ____ ____ High.

(B2 & B4-22) Three-year graduate response to: How would you rate the value of the information you received in career guidance or making a career choice? (1) ____ ____ Low, (2) ____ ____ Average, (3) ____ ____ High.

(D1-6 & 7) Student response to: Last year I met with a counselor: (1) ____ More than five times, (2) ____ Four or more times, (3) ____ Two or three times, (4) ____ Once, (5) ____ Never.

I would rate my counselor's knowledge of the world of work: (1) ____ High-knows a lot about occupations, (2) ____ Average-knows something about occupations, (3) ____ Below Average-knows very little about occupations, (4) ____ I don't know-we never talked about occupations.

(D-2-14) Student response to: Last year I met with a guidance counselor: (1) ____ More than five times, (2) ____ 4 or 5 times, (3) ____ 2 or 3 times, (4) ____ Once, (5) ____ Never.

(E-2) Staff response to: Do guidance, administrative and instructional personnel work together in identifying students' needs and interests? (1) ____ ____ No, (2) ____ ____ Little, (3) ____ ____ Moderately, (4) ____ ____ Extensively.

IMPLEMENTATION

Post-Interview Conclusions

Implementation (continued)

10. (D1-7) Student response to: I would rate my counselor's knowledge of the world of work: (see 9 - Implementation)

    (G-10) Evaluate school response to placement services available to enrolled students, dropouts and graduates.

11. (D1-11) Student response to teaching methods used: (4) ____ Field trips, (7) ____ Outside speakers.

    (F-1-11) Advisory Committee Opinionnaire - general response to all questions_____.

12. (A-III.6) Evaluate school response to program articulation plan given.

13. (D1-3 & 4) Student response to: I am a member of the following vocational student organizations: (1) ____ DECA, (2) ____ FBLA, (3) ____ FFA, (4) ____ FTA, (5) ____ HERO, (6) ____ VICA, (7) ____ FHA, (8) ____ Other, (9) ____ None.

    The vocational student organization of which I am a member meets: (1) ____ I am not a member, (2) ____ Once a month, (3) ____ Twice a month, (4) ____ 2 or 3 times a semester, (5) ____ 2 or 3 times a year, (6) ____ Less than 3 times a year.

    (G-3) Evaluate school response to numbers of students involved in each vocational organization available.

14. Evaluate Capstone Program Profiles for each Capstone Program operating checking competency listings if used.

15. (D1-11) Student response to teaching methods used. (See 7 - Implementation)

    (E-4) Staff response to: I feel I have input in the following course activities: (1) ____ Identifying AV and other media.

16. Evaluate Program Profiles for each Capstone Program operating checking training plans.

    (D1-13) Student response to: My on-the-job training was directly related to classroom instruction. (1) ____ Yes, (2) ____ Only occasionally, (3) ____ No, (4) ____ I have not had on-the-job training.

    (E-18) Staff rating of: Relating on-the-job training to classroom instruction. Mean response_____(VS=5, VW=1)

    (F-11) Advisory response to: I believe that the cooperative plan (on-the-job training) in the program for which I advise is well utilized. Mean response_____(SA=5, SD=1)

IMPLEMENTATION

Post-Interview Conclusions

Implementation (concluded)

17. (B1 & B3-19) One-year graduate response to: During my vocational program I was helped to become aware of: (7) ____ ____ Job alternatives related to my career goal.

(D1-14) Student response to: During my vocational program I have learned about: (7) ____ Job alternatives related to my career goal.

(E-19) Staff rating of: Identifying job alternatives for students. Mean response _____ (VS=5, VW=1).

## PRODUCT

Primary Goal: Determine whether the program provides adequate preparation for employment and/or post-secondary education. Determine the degree of graduate/employer satisfaction with the program.

Key Questions for Evaluation: (The interviewer should formulate specific questions to accomplish these objectives.)

1. Do graduates of Capstone obtain employment?
2. How do employer's rate students coming from a vocational program on job entry as compared to those who did not go through such a program.
3. Are Capstone/Non-Capstone graduates equipped with adequate human relations skills?
4. Do Capstone/Non-Capstone graduates have the skills and knowledge needed to enter post-secondary training?
5. What are employers' impressions of the vocational training received by graduates?
6. Are special needs students being trained to their capacities? (This question may be omitted when a Special Needs evaluator is assigned as part of the team.)
7. Is the vocational program preparing students for entry into non-traditional occupations?
8. Is the vocational program preparing students for entry into emerging occupations?
9. Do Capstone graduates obtain employment more readily than non-Capstone graduates?
10. Are Capstone graduates working in the cluster for which they were trained?
11. Do Capstone/non-Capstone graduates have the ability to hold a job?
12. Where are graduates two to three years after graduation?
13. What is the impact of the vocational/Capstone program on dropouts?
14. Are Capstone graduates upwardly and laterally mobile in their jobs?
15. Is the Capstone graduate interested in further educational training?
16. Are Capstone graduates knowledgeable of the training required to obtain related jobs?

Product (continued)

17. Do Capstone graduates obtain higher salaries than non-Capstone graduates?

18. Are vocational graduates and students satisfied with their vocational training?

19. Are graduates aware of employment opportunities and job options?

20. Do graduates have an acceptance of the work ethic?

21. Are graduates knowledgeable of the U.S. economic system?

22. Are graduates knowledgeable of post-high school training opportunities?

Self Evaluation Data Source: (Numbers of items below correspond with numbers of Key Questions.)

1. (B1 & B3-4) (B2 & B4-1) Grad response to: What is your current employment status?

| | | 1 yr | 3 yr | |
|---|---|---|---|---|
| I am presently: | (1) | ____ | ____ | Employed (includes all employment - full or part-time; does not include full-time military service) |
| | (2) | ____ | ____ | Full-time military service |
| | (3) | ____ | ____ | Unemployed (not employed but actively seeking employment) |
| | (4) | ____ | ____ | Not available for employment (not employed and not seeking employment) |

2. (C-6) Employer response to: From past experience, would you prefer to hire persons who have had high school vocational training? (1) ____ No preference, (2) ____ some preference, (3) ____ a good deal of preference.

(C-5) Employer response to: As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training? (5) ____ Individual is better prepared, (3) ____ Both are about the same, (1) ____ Individual is less prepared, (0) ____ No basis for comparison.

3. (B1 & B3-14, 15, & 16) One-year graduate rating of: getting along with other workers. Mean Response ____ ____ (5 point scale). Being able to talk to the boss about your problems ____ ____. Working in a supervisory or leadership role ____ ____.

(B2 & B4-10, 11 & 12) Three-year graduate rating of: getting along with other workers. Mean response ____ ____ (5-point scale). Being able to talk to the boss about your problems ____ ____. Working in a supervisory or leadership role ____ ____.

(C-16 through 24) Employer response (mean) to: DEPENDABILITY ____, RESPONSIBILITY ____, INITIATIVE ____, JUDGMENT ____, COOPERATION ____, LEADERSHIP ____, COURTESY & FRIENDLINESS ____, PERSONAL APPEARANCE ____.

Post-Interview Conclusions

Product (continued)

4. (B1 & B3-21, 22) One-year graduate response to: Since leaving high school I have taken training in: (1) ____ ____ a vocational school 1-yr diploma program, (2) ____ ____ a vocational school 2-yr associate degree program, (3) ____ ____ a 4-yr University program, (4) ____ ____ an apprenticeship program, (5) ____ ____ an in-service or on-the-job training program, (6) ____ ____ no further training.

   My area or program of study for the training checked in item 19 is: (1) _____ Related, (2) _____ Non-related.

   (B2 & B4-19 & 20) Three-year graduate response to: Since leaving high school I have taken training in: (1) ____ ____ a vocational school 1 yr. diploma program, (4) ____ ____ a vocational school 2-yr associate degree program, (3) ____ ____ a 4-yr University program, (4) ____ ____ an apprenticeship program, (5) ____ ____ an in-service or on-the-job training program, (6) ____ ____ no further training.

   My area or program of study for the training checked in item 19 is: (1)_____Related, (2) _____ Non-related.

5. (C-5) See 2 - Product)

   (C-9 through 16) Employer response (mean) to: Use of tools & equipment____, Selection & care of space, materials and supplies ____, Quantity of work____, Ability to work with co-workers ____, Accepting advice and supervision ____, Working in a leadership role____, Understanding value & importance of work ____, Understanding, in general, U.S. economic system (supply-demand, inflation, recession, etc.) ____ (5 pt. scale)

6. (A-IV.3) Evaluate school response to outline of services offered to special needs students.

   (E-10 & 11) Staff response to: Are you familiar with your school's plan for identifying special needs students? (1) ____ Yes, (2) ____ Not sure, (3) ____ No.

   Are additional services provided for special needs students (other than special education)? (1) ____ Yes, (2) ____ Not sure, (3) ____ No.

7. (B1 & B3-19) One-year graduates response to: During my vocational program I was helped to become aware of: (2) ____ ____ male dominated jobs which females now enter, (3) ____ ____ female dominated jobs which males now enter.

   (B2 & B4-3) Number of three-year graduates identified as working in non-traditional occupations. ____ ____

   (D1-14) Student response to: During my vocational program I have learned about: (2) ____ male dominated jobs which females can now enter, (3) _____, female dominated jobs which males can now enter.

Post-Interview Conclusions

Product (continued)

8. (B1 & B3-19) One-year graduate response to: During my vocational program I was helped to become aware of: (1) ____ ____ emerging occupations.

   (B2 & B4-3) Number of three-year graduates identified as working in emerging occupations _____ _____.

   (D1-14) Student response to: During my vocational program I have learned about: (1) ____ new (emerging) occupations.

9. (C-6) See 2 - Product.

10. (B1 & B3-9) Number of 1-yr grad identified as working in a job related to their area of vocational training (1) ____ ____ Yes response.

    (B2 & B4-3) Number of 3-yr grad identified as working in the cluster for which they were trained. ____ ____

11. (B2 & B4-5 & 6) 3-yr grad response to: Date employed by present employer: (1) ____ ____, (2) ____ ____, (3) ____ ____, (4) ____ ____; Number of jobs held since graduation: (1) ____ ____, (2) ____ ____, (3) ____ ____, (4) ____ ____, (6) ____ ____, (7) ____ ____ (8 or more) ____ ____.

12. (B2 & B4-2) 3-yr grads response to: job and location (see individual forms for narrative response).

    (B2 & B4-23) 3-yr unemployed grads response to: I am not employed at present because: (1) ____ ____ I do not have enough occupational training, (2) ____ ____ the training was not a good choice, (3) ____ ____ There is an oversupply of workers in my job field, (4) ____ ____ I can't make enough money in the job for which I was trained, (5) ____ ____ I am temporarily laid off from my job, (6) ____ ____ other.

13. (A-IV.1) Evaluate school response to procedures currently being used for dropout prevention.

    (G-8) School response to: Last school year's dropout rate for all high school seniors?_____.
    Last year's dropout rate for vocational education seniors?_____.
    Last year's dropout rate for cooperative education students?_____.

14. (B2 & B4-13 & 14) 3-yr grads response to: Moving up on the job (promotion). Mean response___ ____ (5-point scale).
    Moving to other jobs which do not necessarily involve a promotion.
    Mean response___ ____ (5-point scale).

    (C-7) Employers response to: Have you had occasion to change the job status of this employee in any of the following ways? (1) ____ no change, (2) ____ demotion, (3) ____ move to another job (same status), (4) ____ promotion.

15. (B1 & B3-21 & 22) See 4 - Product

    (B2 & B4-19 & 20) See 4 - Product

PRODUCT

Post-Interview Conclusions

Product (continued)

(C-8) Employer response to: What has been this employee's attitude toward on-the-job training? (1) ____No training has been offered, (2) ____Negative, resists training, (3) ____Acceptant, but needs prodding, (4) ____Positive, willing to learn, (5) ____Very positive, eager to learn.

16. (B1 & B3-19) 1-yr grad response to: During my vocational program I was helped to become aware of: (7) ____ ____ job alternatives related to my career goal.

17. (B1, B2, B3, B4-7) Grads response to: My present hourly wage grouping before deductions is:

| | 1-yr grad | 1-yr non-Capstone grad | 3-yr grad | 2-yr non-Capstone grad |
|---|---|---|---|---|
| (1) ____ under $2.00/hr | _____ | _____ | _____ | _____ |
| (2) ____ 2.00 to 2.99/hr | _____ | _____ | _____ | _____ |
| (3) ____ 3.00 to 3.99/hr | _____ | _____ | _____ | _____ |
| (4) ____ 4.00 to 4.99/hr | _____ | _____ | _____ | _____ |
| (5) ____ 5.00 to 5.99/hr | _____ | _____ | _____ | _____ |
| (6) ____ 6.00 to 6.99/hr | _____ | _____ | _____ | _____ |
| (7) ____ 7.00 to 7.99/hr | _____ | _____ | _____ | _____ |
| (8) ____ 8.00 to 8.99/hr | _____ | _____ | _____ | _____ |
| (9) ____ over $9.00/hr | _____ | _____ | _____ | _____ |
| Mean Wage | _____ | _____ | _____ | _____ |

18. (B1 & B3-23) 1-yr grads response to: How do you feel about the vocational training you received at your high school? (1) ____ ____ I was very satisfied, (2) ____ ____ I was unsatisfied, (3) ____ ____ I was satisfied, (4) ____ ____ I was very satisfied.

(B2 & B4-21) 3-yr grads response to: How do you feel about the vocational training you received at your high school? (1) ____ ____ I was very satisfied, (2) ____ ____ I was unsatisfied, (3) ____ ____ I was satisfied, (4) ____ ____ I was very satisfied.

(D1-10) Student response to: This is how I feel about the vocational training I am receiving at present (1) ____ I am very unsatisfied, (2) ____ I am unsatisfied, (3) ____ I am satisfied, (4) ____ I am very satisfied.

19. (B1 & B3-19) 1-yr grad response to: During my vocational program I was helped to become aware of: (4)____ ____ occupations which have many job opportunities, (5) ____ ____ occupations which are overcrowded with workers and job applicants.

(D1-14) Student response to: During my vocational program I have learned about: (4) ____ occupations which have many job opportunities, (5)____ occupations which are overcrowded with workers and applicants.

PRODUCT

Post-Interview Conclusions

Product (concluded)

20. (B1 & B3-17) 1-yr grad response to: Understanding the value and importance of work? ____ ____ Mean response (5-point scale).

(B2 & B4-15) 3-yr grad response to: Understanding the value and importance of work? ____ ____ Mean response (5-point scale).

(C-5) Employer response to: Understanding the value and importance of work? ____ ____ Mean response (5-point scale).

21. (B1 & B3-18) 1-yr grad response to: Understanding in general the U.S. economic system? ____ ____ Mean response (5-point scale).

(B2 & B4-16) 3-yr grad response to: Understanding in general the U.S. economic system? ____ ____ Mean response (5-point scale).

(C-6) Employer response to: Understanding in general the U.S. economic system? ____ ____ Mean response (5-point scale).

22. (B1 & B3-19) 1-yr grad response to: During my vocational program I was helped to become aware of (6) ____ ____ post-high school training opportunities related to my career goal.

(D1-14) Student response to: During my vocational program I have learned about: (6) ____ post-high school training opportunities related to my career goal.

Primary Goal: Examine the program evaluation plan in use. Determine the strengths and weaknesses of the evaluation phase of the program.

Key Questions for Evaluation: (The interviewer should formulate specific questions to accomplish these objectives.)

1. Is there a systematic, ongoing program evaluation plan developed and in use?
2. Are mandated evaluation procedures and techniques used?
3. Are appropriate evaluation procedures and techniques used?
4. How are data used to provide feedback for program improvement?
5. Are adequate resources available to implement the evaluation plan?
6. Is the evaluation cost-effective? (Are the evaluation results equal or greater than the value of the time and money involved?)
7. Does the evaluation have broad based involvement?
8. Is the evaluation plan functional?
9. What was the followup response rate for graduates and employers? Can data be determined reliable?

Self Evaluation Data Source: (Numbers of items below correspond with number of Key Questions above.)

1. (A-V.1) Evaluate school response to the plan for evaluation of Capstone program.

   (E-9) Staff response to: Which term describes your local district evaluation system for vocational education?

   (1) _____ Formal: A district-wide evaluation system exists which provides information for program improvement and planning. (2) _____ Informal: Unreladed evaluation processes exist. (3) _____ None: No planned evaluation activities exist.

2. (A-V.2b) Evaluate school response to how the evaluation plan satisfies mandated requirements.

   (G-11) Evaluate school response to: Does your school have a formal followup program that gives a picture of the entire student body? Yes _____, No _____. Only vocational students? Yes_____, No_____.

   If yes to either:

   a. How often are followup studies conducted?_____
   b. Who is responsible for conducting the followup study?_____
   c. Are the results of followup studies disseminated to the instructional staff? Yes _____, No _____

Evaluation (continued)

3. (A-V.1) Evaluate school response to the plan for evaluation of Capstone programs.

4. (A-V.2c) Evaluate school response to how the evaluation plan provides feedback data for program improvement.

5. (A-V.3) Evaluate school response to what resources are made available to conduct the program evaluation? Budget allocations and staff time alloted for evaluation.

6. (A-V. 4 & 6) Evaluate school response to the estimated and actual costs incurred in the immediate past evaluation. Evaluate school response to the functionality of the evaluation plan cost-wise, time-wise, and personnel-wise.

7. (A-V.5) Evaluate the school response to how the program staff were utilized in the evaluation. Examine the lists of staff and committees.

   (E-3) Staff response to: I feel I have input in the following program activities: (7) ___Vocational Program evaluation.

8. (A-V.6) See response in #7 Evaluation.

9. (A-V.7) Evaluate school response to evaluation constraints encountered.

   See Chapter 4 of the SE Report for tables on response rate achieved.

EVALUATION

Post-Interview Conclusions

## VOCATIONAL DISCIPLINE AREAS

Argiculture, Business Education, Distributive Education, Health Occupations, Home Economics Education, and Industrial Education.

Primary Goals:

1. Determine if the courses offered are preparing students for the world of work and/or for post-secondary educational training. In Home Economics, are the courses preparing students for the combined role of homemaker/wage earner?

2. Determine if program offerings are comprehensive and/or can be realistically expanded to better serve the student.

3. Determine the effectiveness of current courses, how recently offerings have been modified, deleted or upgraded and how effectively this was done.

4. Determine the presence/absence of sex role stereotyping and efforts made to reduce role stereotyping.

5. Determine the in-school articulation (general vocational studies and appropriate academic areas) and articulation between the local vocational program and the local community resources and other educational agencies within reach.

Key Areas of Concern for Evaluation: In achieving the above goals, the following are some program aspects that can be addressed:

1. NEEDS ASSESSMENT

   - Are student's needs, interests, and abilities assessed? How effectively?
   - Are occupational skills identified? How effectively?
   - Are employment data gathered? How effectively?
   - Are community needs surveyed? How effectively?
   - Is the Advisory Committee(s) used? How effectively?

2. GOALS/PLANNING

   - Are student career objectives planned for and used?
   - What are the objectives or desired outcome sought by this discipline area? For each of the various courses offered?
   - When was the statement(s) of objectives prepared? Is it current? Who was involved in its preparation?

VOCATIONAL DISCIPLINE AREAS

Post-Interview Conclusions

VOCATIONAL DISCIPLINE AREAS (continued)

- How do the objectives of this particular discipline help fulfill the stated purposes and objectives of the vocational education program and the school?

- How do the objectives identify and involve local community resources and other local community agencies?

3. IMPLEMENTATION/PRODUCT

- What Capstone courses are offered? What prerequisites, including grade level, are required for admission to the various courses?

- Are training plans appropriate and being used?

- What teaching methods are being used in the Capstone courses? Identify project, simulation or cooperative methods.

- Is there an appropriate male/female enrollment?

- To what degree are the offerings and content actually sequential?

- What course have been added or dropped within the last two years? What new courses or offerings are being planned for next year?

- Are written courses of study and teaching guides available for all courses in the discipline area? To what extent may a teacher deviate from the course outline?

- What instructional practices are most commonly employed in courses in this discipline? What instructional provisions are made for students of varying abilities? What provisions are made for the varying rates at which different students learn?

- What instructional materials and equipment, including learning media, are in general use?

- Describe the general situation relating to teacher load in the discipline. What is the general formula for teaching load and class size? Note those teachers having excessive student loads.

- How much time do teachers have to prepare for their classes, for coordination visits, and to work individually with students? How frequently do teachers work with students on an individual basis?

- What organizational structure or provision is made to assure a continuous curriculum appraisal and improvement program?

- How do teachers keep themselves up-dated on new practices and content in this field? Was there an inservice program for last year?

VOCATIONAL DISCIPLINE AREAS

**Post-Interview Conclusions**

CAPSTONE DISCIPLINE AREAS (concluded)

- Is a youth group organized and active?
- What percentage of one- and three-year Capstone graduates are working in this or a related occupational area? In this or a related post-secondary field?
- What evidence is available as to the post-high school performance of students in this area, either in school or in the world of work?

4. EVALUATION

- What general evaluation procedures are used to determine the degree to which the program is realizing the objectives that have been set?
- What general evaluation techniques are used to determine whether students in a particular course are accomplishing the objectives established for them? Are the techniques relevant to and consistent with the stated objectives?
- How is progress toward students career objectives assessed?
- How comprehensive are training plans and how do they relate to the evaluation plan?

Self Evaluation Data Source

1. Chapter 2 of the Self Evaluation Report contains the Vocational Program Profile. Carefully read and evaluate the narrative description for your particular discipline area.
2. Chapter 3 of the Self Evaluation Report contains data response from graduates and students summarized by discipline areas. Look for discipline summaries for Forms B1, B2, B3, B4, D1 and F.
3. Chapter 4 of the Self Evaluation Report contains data analyzed by the school, some of which will relate to discipline areas.
4. Chapter 5 contains conclusions reached by program personnel based upon self evaluation data, some of which will relate to discipline areas.